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ABSTRACT

This document reports on the development and field testing of a curriculum for persons interested in the caregiving field. The curriculum is designed to encourage students who are economically disadvantaged, ethnic minorities, or limited English proficient to seek training that will equip them with the education, skills, and background information necessary for employment as caregivers or for family caregiving responsibilities. The following components of the curriculum are described: needs assessment, rationale, goal, target population, curriculum design and content, cost analysis, learning objectives and outcomes, the learning environment, lesson outlines, evaluation, and revision. The learning objectives and lesson outlines cover the following five topics: caregiving, human development, field work, safety and wellness, and business aspects of a caregiving career. Other contents of the document are as follows: recommendations and conclusions, caregiver career ladder, marketing/promoting the program, advisory committee, a resource list containing 180 citations, and definition of terms. Eleven appendices make up more than half the document: labor market projections, intergenerational care provider course outlines, information from the Secretary's Commission on Achieving Necessary Skills (SCANS), an example of a questionnaire, forms, endorsement of the curriculum, samples of recruitment efforts, California legislation regarding the project, an articulation agreement, brochures for the course, and student data. (KC)

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Intergenerational Care Provider

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Contract/Agreement Numbers 92-0054 and 93-0063

This document contains reports made pursuant to contract/agreement number 92-0054 and 93-0063 for curdevelopment and field testing as outlined in the Life pan/Life Management Intergenerational Care Provider These two related projects were awarded to Los Angeles Mission College by the California Community Colle Chancellor's Office. The projects are supported by the Carl D. Perkins Vocational Education Act grant with following funding sources: VAŢEA, VESP Title II A, Title III B, State Leadership, CHE.

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Intergenerational Care Provider CURRICULUM REPORT

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Executive Summary

Los Angeles Mission College is the recipient of a grant to develop and field test curriculum for individuals interested in the caregiving field. The curriculum is designed to encourage economically disadvantaged, ethnic minorities, limited English proficient students to seek training which will equip them with the education, skills, and background necessary for gainful employment as caregivers. Additionally, the curriculum is intended to address family issues and the concerns of the in-home care provider since many care providers manage the occupation of homemaker while providing care for others in the home.

Employment projects from the Bureau of Labor Statistics show that home health care workers, personal and home care aides and human service workers are arrong the top ten occupations with the fastest job growth in California from now until 2005. Over seven thousand jobs are projected in the Los Angeles area alone.

The vision of this project is to create an interdisciplinary caregiver curriculum which would provide certification and continuing education. Already, this curriculum fulfills this vision by meeting the new fifteen nour preventative health practices, first aid and CPR requirements as outlined in California State Assembly Bill 962. Beginning January 1995, these requirements mandate training for each licensed family day care home provider and at least one director or teacher at each child day care facility.

The curriculum consisted of a core course that covers the following topics: 1) <u>Caregiving</u> - introduction to caregiving occupations, with topics on nutrition, community resources, emergency preparedness, control of infectious diseases and meal preparation, 2) <u>Human Development</u> - overview of human development including topics on aging, emotional concerns of caregivers and cultural diversity, 3) <u>Field Work</u> - participation in the activities of a caregiving facility, 4) <u>Safety & Wellness</u> - certification and training in adult/child/infant cardiopulmonary resuscitation, first aid, safety and wellness, and 5) <u>Business Aspects</u> - creation of a career plan, with emphasis on improved communication, interviewing skills and time management.

All components of the curriculum are planned to help bolster students' self esteem, expand their knowledge of careers in the human services profession, reduce the barriers to success normally associated with underrepresented students, encourage gender equity and link them to a city-wide industry network.



Acknowledgements

This report is the culmination of approximately two years of activity by the Lifespan/Life Management Intergenerational Care Provider Curriculum Design Team. Their remarkable efforts, in spite of a major southern California earthquake that disrupted services, impeded travel, and dislocated many classes, have brought the project to completion. Special acknowledgement is given to Astoria Convalescent Hospital for offering a room to conduct classes while our program was displaced due to the earthquake.

The Intergenerational Care Provider project director and coordinator would like to thank the Lifespan/Life Management Intergenerational Care Provider advisory committee, design team, site facilitators and instructors for their time, expertise, and special contributions to this study.

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Introduction

Remarks

Recently released data from the California State Employment Development Department shows careers in the caregiving industry listed in the top ten occupations with the fastest growth (Appendix A). With the care provider curriculum and certificate now in place, the network of 107 community colleges is perfectly positioned to provide the training necessary to increase the pool of professionally trained caregivers within California.

Philosophy Statement

The caregiving curriculum is designed to encourage economically disadvantaged, ethnic minorities, senior citizens, displaced homemakers, displaced workers and limited English proficient students to seek training which will equip them with the education, skills and background necessary for gainful employment as caregivers. This curriculum may attract individuals that can identify with the field of caregiving who may otherwise avoid a college education. Because the caregiving industry is psychologically less threatening to many underrepresented students; it may be their initial access to higher education.

Mission of the Community Colleges

The intent of this curriculum fits the California Community Colleges' educational mission which affirms the principle that individuals should have opportunities to develop their full potential and that the community colleges should be accessible to all individuals who have the capacity and motivation to profit from higher education. The curricula and services at the college provide the means for fulfilling the promise of open access.

Curriculum Model - Components of the Curriculum

The following curriculum model was developed as the conceptual framework for the "Intergenerational Care Provider" core course. The seven components of the curriculum model show the process used in developing the curriculum. By including this curriculum design, it is our intent that community colleges wishing to replicate the curriculum have sufficient evidence of a thoroughly researched curriculum which is adaptable to local needs.



Components of Curriculum

- I. Needs Assessment/Rationale The need for the curriculum is based not only on a local need, but on state-wide and national needs so that maximum job mobility is guaranteed to students investing the time and money necessary to acquire the competencies for a certificate or associate degree.
- II. Goal of Program/Target Population The program goal statement is based on broad visionary principles for a targeted population which is consistent with the mission of the college. The goal is the underlying belief to which the objectives, activities, learning environment, resources, outcomes and evaluations are aligned.
- III. <u>Curriculum Design/Content</u> Curriculum design is based on the conceptual framework as outlined in the curriculum model (Figure 1) and incorporates ongoing evaluation and revision throughout the curriculum process. The content defines the number of units and the course topics as identified by a state-wide advisory committee and incorporated into the course outlines presented to the curriculum committee (Appendix B).
- IV. <u>Cost Analysis</u> A cost analysis must be an integral component of curriculum design because of the fiscal realities that are facing all levels of government funding. Curriculum must be fiscally responsible to the avenues of support, the taxpayer. It is at this level of curriculum development that a cost analysis is performed and a decision is made whether to continue to the next time intensive steps of developing learning objectives and lesson outlines.
- V. <u>Learning Objectives/Outcomes</u> Learning objectives are outcome based and address higher level thinking skills. Objectives define 1) what the learner should be able to do, 2) under what conditions and 3) how the evaluation process will occur.
- VI. <u>Lesson Outlines/Learning Environment</u> Lesson outlines are the detailed plans that align the objectives, activities, learning environment, resources, outcomes and evaluation. Lessons will incorporate the necessary job skills identified by industry in the Secretary of Labor's "SCANS" report (Appendix C).
- VII. Evaluation/Revision The assessment process includes on-going formative evaluations and a summative portfolio evaluation. Evaluations are not only completed by faculty, but include peer evaluations. Revisions are made based on evaluations and field test recommendations.



I. Needs Assessment and Rationale

Needs Assessment

The needs assessment preceded the development of curriculum so that a direct link was established for graduates of the program to jobs, entrepreneurial opportunities or a transfer sequence to the university. It is the responsibility for institutions of higher education to objectively evaluate labor market projections when developing new curriculum. Curriculum committees at the community college level and taxpayers are looking very closely and demanding justification for new curriculum because of the fiscal constraints confronting the state's budget.

To substantiate the necessity for the Lifespan/Life Management Intergenerational Curriculum, we examined three areas: 1) labor market projections, 2) business owners/managers perceptions for the need of educated caregivers, and 3) the existence of curriculum within the community college system.

1. Labor Market Projections

Labor market projections for the state clearly indicate that the care providing industry is in a growth cycle. Projections in California for the years 1990-2005 show caregiving in the top ten occupations with the fastest growth. These statistics are from the Labor Market Information Division of the California Employment Development Department (Appendix A). Graduates of the lifespan/life management intergenerational certificate program can expect to find employment opportunities in the following occupations:

| Care Provider - | Employment C | Opportunities | 3 |
|------------------------------|--------------|--------------------------|--------------------------------------|
| Occupation | Top Code | OES Code ² | Projected ³ Employment |
| Home Health Care Workers | 1203.80 | 660110 | 1,030 |
| Personal and Home Care Aides | 2104.00 | 680350 | 300 |
| Human Service Workers | 2104.00 | 273080 | 1,220 |
| Child Care Workers | 2107.10 | 680380 | 1,550 |
| Housekeeping | 3005.00 | 670020 | 3,250 |
| Totals | | | 7,350 |

These figures are based on projections of occupational demand from existing employers and do not include private household employees. Since these statistics are benchmark projections, each region of the state may vary. Emerging trends such as decrease in the length of hospital stays and the increase of elderly population influence the exactness of these figures.

2. Business Owners/Managers Perceptions

Class Survey

Surveys were distributed to forty-one people attending a class for administrators of residential care facilities. Sixteen written responses (39%) were collected. Of the sixteen responses, fifty percent would pay \$1,000 or less per month to college certified caregivers, forty-four percent were willing to pay over \$1,000 a month for the educational experience, and six percent did not respond. Thirty-one percent indicated that they would pay higher wages to college certified personnel, thirteen percent would not



TOP Code is the Taxonomy of Programs (TOP), a system for classifying community college vocational education programs.

OES Code is a system for classifying occupations produced by the United States Pureau of Labor Statistics for the Occupational Employment Statistics (OES) Survey.

Sum of job openings resulting from job growth and labor force separations.

necessarily pay the higher wages just because of college certification, fifty percent did not currently have employees and felt they could not make the decision, and six percent did not respond. Yet, sixty-three percent indicated that they would hire college certified personnel over untrained individuals, twenty-five percent indicated that other factors enter into their hiring decisions and that college certification would not be the deciding criteria, six percent responded that they would not hire college trained personnel over untrained individuals, and six percent did not respond to the question.

Ouestionnaire

Five hundred questionnaires were sent in the spring of 1993 to care providers in the Los Angeles Mission College service area to determine industry trends, employable skills, and business profiles. (Appendix D) Six percent of the questionnaires were returned using the postage paid response card.

The majority of the care providers have been in business from ten to twenty years. One-third of the providers have over one hundred clients. Over half of the businesses had under fifteen employees. The following paragraphs are a statistical analysis of the returned questionnaires.

Thirty-two surveys were returned (6%). Of the thirty-two responses 15.6% (five) had between zero and five employees, 31.3% (ten) had between six and ten employees, 22% (seven) had between eleven and fifteen employees, 6.25% (two) had between sixteen and twenty employees. 15.6% (five) had between twenty-one and twenty-five employees, 3% (one) had over twenty-five employees and 6.25% (two) did not respond to the question.

Of the thirty-two returned questionnaires 13% (four) had been in business from zero to five years, 13% (four) had been in business between six to ten years, 9% (three) had been in business between eleven and fifteen years, 28% (nine) had been in business between sixteen and twenty years, 19% (six) had been in business between twenty-one and twenty-five years, 3% (one) had been in business between twenty-six to thirty years, 9% (three) had been in business between thirty-six to forty years, 3% (one) had been in business over forty years and 3% (one) did not respond to the question.

Of the thirty-two returned questionnaires 13% (four) had between zero and twenty-five clients, 13% (four) had between twenty-six and fifty clients, 15% (five) had between fifty-one and seventy-five clients, 9% (three) had between seventy-six and one hundred clients, 19% (six) had between one hundred one and one hundred twenty-five clients, none had between one hundred twenty-six and one hundred fifty clients, 3% (one) had between one hundred fifty-one and one hundred seventy-five clients, none had between one hundred seventy-five and two hundred clients, 15% (five) had over two hundred clients, and 13% (four) did not respond to the question.

Of the thirty-two returned questions... 183% (one) had charged between zero and one hundred dollars, 15% (five) charged between one hundred one and two hundred dollars, 13% (four) charged between two hundred one and three hundred dollars, 13% (four) charged between three hundred one and four hundred dollars, 6% (two) charged between four hundred one and five hundred dollars, 3% (one) charged between five hundred one and one thousand dollars, 3% (one) charged between one thousand one and two thousand dollars, 3% (one) charged over two thousand dollars, and 41% (13) did not respond to the question.

Of the thirty-two returned questionnaires 94% (thirty) completed the skills/trends comment section. The predominant trends that were mentioned were increased demand for caregiving services and professionalization of the field through increased educational requirements. It was further noted that employers not only look for a positive professional attitude when hiring, but for some education in the caregiving field.

Seventy-five percent of respondents indicated that they would want a list of students completing the training program; thirteen percent were not interested in the list and twelve percent did not respond. Ninety-one percent indicated that they would use an intern or volunteer from our training program, three percent did not respond to the question. Sixty-nine percent indicated they would pay a higher salary to individuals that had college training and certification, three percent said they would not pay the differential, and twenty-eight percent did not respond.

3. Existence of Curriculum

The results (Appendix E) of a questionnaire distributed to the California Community Colleges and a review of the Home Economics Program Plan 1992 indicate that there was not an intergenerational certificate in place within the community college system.

Of the 107 community colleges in the state of California, thirty-five colleges responded to the request for information regarding intergenerational programs. Eight colleges sent related curriculum, but none had intergenerational programs. One college had a twenty-one unit Certificate of Competence - Family Day Care, one college had an eighteen unit Certificate of Achievement - Nanny/Household Management, and two had Certificates of Achievement - Life Management.

Rationale for Curriculum Development

After reviewing employment trends, analyzing local caregiving business expectations, and surveying community colleges for existing courses, a need was established and an intergenerational curriculum was developed to serve as statewide model. This curriculum is based on input from an interdisciplinary advisory committee that included representation from the community, business, governmental agencies and educational institutions. The intergenerational curriculum should prove to be a viable model at the local, state and national levels because of the extensive field testing in both urban and suburban settings.

The content of the caregiving curriculum prepares students for jobs in the caregiving industry by incorporating the Secretary of Labor's "SCANS" (Secretary's Commission on Achieving Necessary Skills) competencies into the curriculum's activities. The SCANS competencies are labeled in the curriculum as transition skills, since they are important in the transition from school to work and are transferrable from job to job.

The labor market projections indicate that careers in the caregiving industry are currently available and that demand for trained care providers will escalate. Additionally, community resource and referral agencies and the Department of Social Services (Appendix F) have supported and endorsed the need for this curriculum.



II. Goal of Program and Target Population

Goal

The program's goal is to develop a Lifespan/Life Management interdisciplinary caregiver curriculum with an intergenerational caregiver certificate. This curriculum lays the foundation of education and skills necessary for individuals interested in employment, entrepreneurial opportunities or household management related to the caregiving field. Students are provided with opportunities for hands-on supervised field work and exposure to public policy issues. All components of the caregiver curriculum are planned to attract underrepresented students to higher education, help bolster students' self-esteem, expand their knowledge of careers in the human service profession, reduce the barriers to success normally associated with underrepresented students, and link them to a city-wide social and industry network.

Target Population

In general the target population for the recruitment of students for the caregiver certificate was economically disadvantaged, ethnic minorities, homemakers, displaced workers, Greater Avenues to Independence (GAIN) participants, limited English proficient individuals, and all individuals interested in the care of others.



III. Curriculum Design and Curriculum Content

Curriculum Design

The curriculum content was based on recommendations from an interdisciplinary/interagency advisory committee consisting of representatives from education, private and public agencies, business and industry, and the community. The curriculum design is outcome oriented and stresses higher level thinking processes, transferable skills, and industry standards.

Industry standards of Total Quality Management (TQM) and Continual Process Improvement (CPI) are being adapted in educational arenas. Quality is dependent upon an effective and on-going evaluation process. This curriculum design stresses the importance of not only student evaluation, but faculty evaluations as well. A variety of student assessment techniques is important. Student evaluations of faculty's performance can provide the basis of staff development workshops. These workshops are important to a program's success because instructors are agents of educational change and ideally should foster a climate conducive to student's growth and development.

An awareness of the targeted population affects the curriculum design. The adult learner brings life experiences to enrich classroom discussions; but they also have tremendous pressures affecting their lives. Adult learners are task oriented and expect results. These older students often have specific goals in mind when enrolling in a course; therefore, the course content must be relevant to their goals.

Curriculum Content

The content of core curriculum is a response to unmet training needs within the caregiving industry and will satisfy state licensing or continuing education requirements for Family Day Care Providers as outlined in Assembly Bill 962 (Appendix H). The Intergenerational Care Provider core course consists of five "one-unit" modules.

Caregiving

Module one consists of an introduction to caregiving, community resources, nutrition, meal preparation, sanitary food handling, training in childhood/elder care, emergency preparedness/evacuation, control of infectious diseases, and injury prevention.



Human Development

Module two consists of an overview to human development,

aspects and issues of agirg, psychosocial impacts of caregiving,

physical fitness and recreational activities, diversity, social/emotional issues, and client assessment.

Field Work

Module three consists of field work in child care and elder care,

group discussion, on-site observation and evaluation.

CPR/

First Aid Module four consists of certification for infant, child, adult

cardiopulmonary resuscitation, first aid, safety and wellness.

Business

of Caregiving Module five consists of career planning, personal development,

legal issues, rules/regulations, ethics, insurance,

rights/responsibilities, work performance standards, grooming, communication skills, decision making, problem solving and time

management, and the interview process.

Certificate Program

The Intergenerational Care Provider class is the introductory course for the Intergenerational Caregiving Certificate. This is a twenty or twenty-one unit certificate depending on the courses selected. The certificate consists of the following courses:

| Family and Consumer Studies 39 | Intergenerational Care Provider | 5 units |
|--------------------------------|--|-----------|
| Food Service Management 101 | Food Production | 4 units |
| Family and Consumer Studies 38 | In-home Elder Care (2 units) | |
| and/or | 1 0 | r 2 units |
| Child Development 60 | Introduction to Family Child Care | |
| Cooperative Education 931 | Work Experiences in Elder and Child Care | 3 units |
| Family and Consumer Studies 37 | Training for Gerontological Services | |
| and/or | | 3 units |
| Child Development 1 ** | Child Growth and Development | |
| Family and Consumer Studies 30 | Family Relationships | 2 units |
| Family and Consumer Studies 70 | Development of Community Projects | 2 units |

^{**} In order to meet the six unit licensing requirement for employment in early childhood programs, Child Development 3 or 4 is highly recommended.



IV. Cost Analysis

Analysis of resources, start-up costs, faculty salaries/benefits, facilities, alternative delivery systems, instructional television, interactive emerging technologies, and the potential for continued funding are all issues that must be addressed. The cost analysis is an important step in curriculum development and should not be the last phase in the process. The justification for in-depth development of curriculum activities is established by comparing the needs assessment with the cost analysis data.

The budget crisis confronting the community college system negatively impacts the number of new course offerings. Los Angeles Mission College overcame the budget obstacles for continuing the Intergenerational Certificate courses by partnering with the Los Angeles Recovery Project Program and a special grant awarded to the Greater Avenues for Independence (GAIN) program.

In addition to the previously mentioned funding alternatives, offering classes through contract education is another viable option. Although the price of the course offered on a contract basis is more expensive to the student, it is usually less than private providers charge. These funding alternatives provide a way to offer needed courses.



V. Learning Objectives/Outcomes - Intergenerational Care Provider Course

MODULE ONE: Caregiving

- Objective 1 Students will have an understanding of career opportunities in the caregiving industry, develop awareness of community resources available to caregivers, recognize the importance of cultural diversity and examine the uses of technology in fighting illness after participating in class activities and summarizing their understanding in journal entries. Evaluations are based on completeness of the journal, class participation, attendance and quality of required critiques.
- Objective 2 Students will analyze the different lifestyles for healthy aging, identify the foods necessary for optimum health, summarize emergency procedures, and examine practices necessary to operate a safe kitchen. Evaluations are based on completion of in-class and homework assignments, a summary and check-list of emergency preparedness and demonstration of understanding as evidenced in the quality of the journal entries.
- Objective 3 Students will vis.t and evaluate an Intergenerational Day Care Center watching for correct body mechanics used in these settings, discussing their educational philosophy, and inquiring about the availability of other community resources. Evaluations are based on the depth of understanding of students' conclusions reached in their written critique of an intergenerational center.

MODULE TWO - Human Development

- Objective 1 Students will describe and analyze the developing person at different periods in the lifespan giving students a perspective on the changes that occur during an individual's life from birth to death. Evaluations are based on student's ability to create a personal history, develop a time line that compares the diversity of three generations and to understand human development across the lifespan.
- Objective 2 Students will examine the cause or sources of developmental change and the reasons for disturbances in the developmental process. Evaluations are based on curriculum designs completed by the participants.



MODULE THREE - Field Work

- Objective 1 Students will extend their theoretical classroom knowledge to practical workplace experience by comparing, contrasting and drawing conclusions about the quality of programs they encounter during their field work experience. Evaluations are based on completion of the fifty-four hour field work requirement and class participation.
- Objective 2 Students will tentatively decide on an educational career path leading to careers with children, elders, intergenerational programs or careers outside the care providing industry. Evaluations are based on completion of a tentative or definite career path.

MODULE FOUR - CPR/First Aid/Safety/Wellness

- Objective 1 Students will be able to verbalize and demonstrate skills in emergency preparedness, accident prevention and first aid. Evaluations are based on successfully passing written examination and demonstration of first aid practices.
- Objective 2 Students will be able to verbalize and demonstrate skills in lifesaving techniques of cardiopulmonary resuscitation (CPR) and use of protective CPR barrier devices for adult, child and infant. Evaluations are based on successfully passing a written examination and skills test.

MODULE FIVE - Business of Caregiving

- Objective 1 The students will identify, document in written format and include in a handbook class activities that illustrate the essential academic and performance skills for a chosen career in the caregiving industry. Evaluations are based on quality and completeness of handbook.
- Objective 2 The students will develop a portfolio which includes a personal development plan to gain employability skills or entrepreneurial skills with an emphasis on building the students' self esteem. Evaluations are based on quality and completeness of portfolio.
- Objective 3 The students will examine the business aspects of the caregiving industry from either the employer or employee perspective by listening to lectures and participating in discussions of the elements of an operational business plan.



VI. Learning Environment/Strategies and Lesson Outlines

Learning Environment/Strategies

Maximum educational growth will occur if instructors address the many different learning styles of students. The National Institute for Staff and Organizational Development (NISOD) states that educational research demonstrates that learning increases as more senses are involved in the learning process. Dr. Howard Gardner, Professor of Education at Harvard University, has categorized seven methods of processing information: 1) linguistic, 2) logical-mathematical, 3) intrapersonal, 4) musical, 5) spatial, 6) bodily-kinesthetic, and 7) interpersonal. Currently, instructors predominately use the linguistic and logical-mathematical intelligences for assessments, class activities and teaching methodologies. Results from the field test indicate that any restructuring efforts must include curriculum that is more thematic, constructive, hands-on and interactive. Instructional strategies must address all seven methods of processing information to insure that learning styles of all students are met.

As more and more attention is given to team effort and pooling of knowledge in the workplace, it becomes counterproductive to focus so much attention on developing isolated skills, therefore, the following strategies should bring balance to the learning environment: role playing, field trips, field work, collaborative learning, one-to-one counseling, demonstrations, guest speakers, panel discussions, learning logs, interviews, surveys, computer technology, lecture and individual research.

Students learning styles differ. We must incorporate a variety of methods and strategies into instructional activities for maximum learning. It is important that students and instructors understand their own learning style. Two learning style questionnaires that can be used to do an informal analysis of an individual's learning style are "Learning Style Questionnaire" (McWhorter 1992) and "Adult Learning Style Profile" (Barsch).

Lesson Outlines

The following lesson outlines presented on the Objective Planning Form show the alignment of the instructional components including objectives, lesson activities, learning environment/strategies, resources, outcomes, evaluation and transition skills. The activities incorporate the higher level thinking skills as noted in Bloom's Taxonomy and Dr. Guildford's "Structure of the Intellect." These higher level thinking skills are transferable to the workplace and are skills employers expect. It is imperative that new curriculum adequately prepare students for the highly competitive world of work by stressing critical thinking and creative problem solving. Workers need training that prepares them to meet current, new and emerging job requirements.

Module I

Objective Planning Form

Objective 1: Students will have an understanding of career opportunities in the caregiving industry, develop awareness of community resources available to caregivers, recognize the importance of cultural diversity and examine the uses of technology after participating in

| class activities | class activities and summarizing their understanding in journal entries. | rstanding in journal entries. | | S and participating in | |
|---|--|---|--|--|----|
| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation | |
| Facilitate student groups as they interview each other to find out what brought them to the class and to identify their classmate's goals. Classmates will introduce each other to the class. | lcebreaker. | | Students identify goals and enhance their communication skills while improving their selfesteem. | Watch for student participation during the interview and class presentation of classmates names and goals. | |
| Discuss caregiving industry, career ladders, educational requirements, and caregiver statistics. | Class discussion Brainstorming techniques | | Write on a flow chart characteristics of a caregiver and what it means to them and participate in class discussions. | Class evaluates outcomes. | |
| Converce a panel covering cultural diversity. | Open atmosphere | | Greater understanding of culture in family life as evidenced in journal entries. | Instructor and peer evaluations | |
| Invite speaker from a clinical laboratory. | Charts, video, wrote on board. | Doris Braton, R.N.C.I.C.C.P.H.Q. Biopath Clinical Laboratories 7636 Burret Ave. Van Nuys 91402 (818) 780-3300 | Summary of three main topics they learned from speaker that shows how technology is used today in fighting illnes | Oral evaluations of the speaker by students. | |
| Transition Skille. | | | | | == |

Transition Skills:

| Computation | Adaptability | Decision Making | Negotiating |
|-------------|--------------|-----------------|-------------|
| Reading | Speaking | Writing | Listening |

Learning to Learn SelfProblem Solving Goa
Thinking Creatively App

Goal Setting Applying Technology Time Management

Self-Esteem

Leadership Team Building Analytical SLills

| Objective 2: Students will emergency pr | Objective 2: Students will analyze the different lifestyles for healthy aging, identify the foods necessary for optimum health, summarize emergency procedures for fire and earthquake, and examine practices necessary to operate a safe kitchen. | for healthy aging, identify the ake, and examine practices nec | foods necessary for optimum cessary to operate a safe kitche | health, summarize n. |
|--|--|--|---|---|
| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
| View video which shows cramples of aging that involves exercise and nutrition and older active people. | Audiovisual Class Discussion Writing - Journal Entrics | "Healthy Aging" video Box 37 Coventry, CT 06238 | Students will have an awareness that healthy aging doesn't just happen It takes work and involvement | Instructor observes students' participation in class discussion of the video and evaluates journal entries. |
| Complete meal planning booklet by the dairy council. View video on food pyramid and participate in classroom discussion | Learn how to incorporate the food pyramid in meal planning through interactions | Dairy council booklet "Food for a healthy heart" and "Making Meals Matter" for your child and video "The New Food Guide Pyramid" from EVN 1- 409-295-5767 | Students will be conscious of what is incorporated in a healthy dict as demonstrated by planning a nutritionally balanced meal. | Homework given to complete the dairy council's book and/or prepare a nutritionally balanced meal for family. |
| Listen and dialogue with speaker from the fire department | Professional demonstration in cnicigency procedures | Fire fighter Killian Los Angeles Fire Department (818) 756-9671 | Students demonstrate awareness of safety precautions in case of an emergency by completing emergency preparedness checksheet | Instructor evaluates check list of emergency preparedness for completeness. |
| Practice kitchen safety after viewing video. Record written comments about the importance of kitchen safety and sanitation in journal. | Audio-visual and tactile | Video "Kitchen Safety and Senitation" by Meridian ME- 202 | Students demonstrate safe kitchen practices and record in their journal the importance of kitchen safety and sanitation. | Instructor observes student demonstrations on kitchen safety and evaluates written comments about video and class discussion. |
| | | | | • |
| Transition Skills: | | | | |

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Speaking Listening Reading Vrnting

Decision Making Computation Negotiating 25 Adaptability

Thinking Creatively Interpersonal Skills Learning to Learn Problem Solving

Goal Setting Applying Technology Tirac Management Sclf-Esteem

Analytical Skills Team Building Leadership





Instructor will evaluate written Students will visit an Intergenerational Day Care Center. During the visit, students will watch for correct body mechanics used in Instructor reads and comments evaluation of module and listen on the student's critique of the critique Peer evaluations will experience as recorded in their Instructor will review written occur through informal group expand the list of community to students comments during completeness of community brainstorming session to resources and observes Evaluation Instructor ct xcks for these settings, discuss with staff members the center's educational philosophy, and inquire about the availability of other group discussions discussions resources community resources. The students will analyze their observations and write a critique of the experience Familiarity with resources in the "goody-bag" of age appropriate community and preparation of a Students will critique the center discussing successful attributes Students will produce a written their own learning and suggest instructor. They will critique techniques to help a client in and out of a wheel chair and evaluation of the class and Outcomes Students demonstrate and any deficiencies. activities. guide "Now where did I put my Intergenerational Center, 17400 who else can help" and memory Department of Aging Resource Vanowen St, Van Nuys (818) Valley Presbyterian Hospital (counseling needs) "I wonder Book and AARP pamphlets Victory, Van Nuys, CA Resources City of Los Angeles, O.N.E. (J.O.Y.) 902-2941 Learning Styles/Strategies Demonstration and trainee Interviewing strategies Brainstorming session Creative thinking Problem solving Observation Feedback practice physical therapy department in demonstrations in correct body Discussion and evaluation of Field trip to Intergenerational Participate in field work at a Day Care Center (1 D.C.C.) Instructional Activities preparation of a goody bag community resources and Discuss availability of module and instructor. a hospital. Watch Objective 3: mechanics.

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Listening

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Fransition Skills:

Learning to Learn Problem Solving Thinking Creatively Interpersonal Skills

Self-Esteem
Goal Setting
Applying Technology
Time Management

Analytical Skills

Team Building

Leadership

ways for self-improvement.

Module 2

Objective Planning Form

Objective 2: Students will examine the cause or sources of developmental change and the reasons for disturbances in the developmental process. Students will describe and analyze the developing person at different periods in the lifespan giving students a perspective on the changes that occur during an individual's life from birth to death. Objective 1:

| Objective 2: Students win examine the cause of sources of | camillie the cause of sources of | | ueverofinema emange amo me ceasons for distribution in the coveregment process. | |
|--|---|---|--|---|
| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
| Review and discuss how different theoretical perspectives affect or determine the research and applications that arise from them. Provide an overview of intergenerational programs for the student to evaluate and review. | Audio/visual, lecture, article review and reaction, Small group task orientation, Large group review and discussion, Cooperative Games Demonstration | Handouts, articles, current research and review of theoretical work of Frued, Piaget, Maslow, Vygotsky's etc. Emphasis on biological beginnings to early childhood. | Students will create a personal life history and design a time line comparing the contrast and diversity of three generations. | Instructor will review outcome of time line assignment, utilizing this as a method to encourage students to relate their own life experiences to the theoretical research of human development. |
| Compile a curriculum plan and program schedule based upon theoretical research Review and discuss perspectives on aging using five different age group observations Assess curriculum for developmental appropriateness | Lecture, task orientation for large group, small group discussions reviewing content and proces. demonstration | Handouts, issues and trends of research in human development. Emphasis on School age children, Adolescents and Adulthood | Students will study through naturalistic observation, informal interaction, personal interview and evaluation five groups of people across the lifespan. Observation groups will include a preschool child, a school-age child, an adult and a senior adult. | Instructor will evaluate assignment design and correlate observational data. Review and evaluate the students' ability to integrate textbook knowledge as it applies to real life. |
| Organize behavioral data from observational assessment for program design Coordinate current intergenerational issues and legislation. Review and design developmentally appropriate intergenerational program components. Analyze aspects and dimensions of aging | Lecture, audio/visual, assessment of various developmental instruments, article review and reaction. | Handouts, articles and current media information, legislation issues, developmental assessments from gerontology, child development and kinesiology. | Students will coordinate and analyze observational data and design curriculum formats based on NCOA and NAEYC developmental appropriate guidelines. | Instructor will evaluate completeness of assignments and class participation and assign an individual letter grade. |
| | | | | |

| Reading | Speaking | Writing | Listening |
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| Computation Adaptability Decision Making Negotiating |
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Learning to Learn Problem Solving Thinking Creatively Interpersonal Skills

Self-Esteem Goal Setting Applying Technology Time Management

Leadership Team Building Analytical Skills





Module 3

Objective Planning Form

Objective 1: Students will extend their theoretical classroom knowledge to practical workplace experience by comparing, contrasting and drawing conclusions about the quality of programs they encounter during their field work experience.

Students will tentatively decide on an educational career path leading to careers with children, elders, intergenerational programs Objective 2:

or careers outside the care providing industry.

| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
|---|--|---|---|--|
| Work in any of the following centers: intergenerational, child care and adult day care. | Practical industry exprisence | Local intergenerational day care, child care and adult day care centers | Evaluation of child care and adult day care possibilities | Instructor watches and notes attitudes of students and helps place students in jobs if they are ready. |
| Discuss work experience in classroom setting | Orally sharing experience Communicating to audience | | Self-esteem was raised due to experience in work setting. Group experience in discussion may head off problems in work environment | Instructor observes peer evaluation and discussion of field work. |
| Plan an "Intergenerational Day" at the college. Invite elders to participate in activities with children in the college's child development center. | Creative thinking Musical experiences | · | Practical work experience coupled with planning intergenerational day provides students with insight into career goals. Students present a tentative career plan the class. | Instructor observes discussion and evaluates participation levels. |

Transition Skills:

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|------------------|-----------------|----------------------|---------------------|----------------------|
| Reading | Computation | Learning to Learn | Sell-Esteelli | readersing |
| Speaking | Adantability | Problem Solving | Goal Setting | Team Building |
| Victing Williams | Decision Making | Thinking Creatively | Applying Technology | Analytical Skills |
| E I I | | Internersonal Skills | Time Management | • |
| Listening | Negonaning | The personal Sams | , | |
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Module 4

Objective 1: Students will be able to verbalize and return demonstrate lifesaving techniques of cardiopulmonary resuscitation for adult, child and infant and be able to use CPR protective barrier devices.

| | for adult, child | and infant and be able to use | for adult, child and infant and be able to use CPR protective Darrier devices. | es. | |
|----|--|---|---|--|---|
| JL | Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
| | Lecture and discussion of accident prevention and life saving techniques of CPR and Heimlich maneuver. Universal precautions discussed | Use of syllabus, charts' chalkboard | American Heart Association, Basic Life Support Manual. American Heart Association, Guidelines for Cardiopulmonary Resuscitation | Participants took active part in lecture and discussions. | Participants were given and pass the written and oral exams. |
| | Demonstration of CPR skill. And use of protective barrier devices. | Proper CPR skills were demonstrated on each manikin (adult, child, infant). Microshield and laerdal-mask barrier devises were demonstrated. | Laerdal P. O. Box 190 Armonk, New York 10504-0190 | Participants demonstrate proper lifesaving techniques | Participants complete written evaluations of the course, stating how the demonstrations helped in understanding the lifesaving procedures of CPR. |
| | Video Tapes presentation | The video tapes on CPR and the Heimlich maneuver was presented. | Video Tapes: CPR for The Bystander by pyramid Productions tape # 9757 and tape #8002 Spanish/English | Participants summarize information from vidco tapes and integrate learning from both lecture and video content. | The written evaluations reflect that the video tapes enhanced and clarified the information taught. |
| | Participant return Demonstrations | Cardiopulmonary training manikins were used for the return demonstrations. | Laerdal CPR training manikins adults, child and infant. | Each participant was able to demonstrate skills learned in applying life-saving techniques of CPR & the Heimlich maneuver. | Each participant successfully passed the skills test examination. |
| | Transition Skills Reading Speaking | Computation Adaptability | Learning to Learn Problem Solving | Self-Estæm Goal Setting Annlying Technology | Leadership Team Building Analytical Skills |

Speaking Listening Writing

Interpersonal Sky

Decision Making

Negotiating

Thinking Creatively Problem Solving

Applying Technology Tinic Management Goal Setting

Analytical Skills Team Building

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Module 4

Objective Planning Form

| Objective 2: Students will | Objective 2: Students will be able to verbalize skills and demonstrate skills in emergency preparedness, accident prevention and in first aid. | demonstrate skills in emergend | cy preparedness, accident prev | ention and in first aid. |
|--|--|--|--|--|
| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
| Lectures and class discussions in emergency preparedness and accident prevention techniques. | Use of syllabus, charts and blackboard. | American Red Cross Standard First Aid book, Syllabus, and <u>Pediatric</u> <u>Emergencies</u> , by Carol Denies Edwards. | Participants take "active" part in the lectures and discussions. | Participants were able to pass the oral and the written examinations |
| Demonstrations in first aid and accident prevention techniques. | Demonstrations given in first aid supplies and equipment. | Laerdal manikins, first aid supplies and equipment. | Participants demonstrate first aid practices. | Course participants stated in their written evaluations of the course, that the demonstrations enhanced the courses and clarified procedures |
| Written examination. | A written examination was given at the end of the course. | Written exam based on information from the next, American Red Cross Standard First Aid. | Each participant takes the written exam. | Determine the percentage of participants that pass the written exam. |

Transition Skills:

| Reading Speaking Writing | Computation Adaptability Decision Making Negotiating | Learning to Learn Problem Solving Thinking Creatively Interpersonal Skills | Self-Esteem Goal Setting Applying Technology Time Management | Leadership Team Building Analytical Skills |
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Objective 1: The students will identify, document in written format and include in a handbook class activities that illustrate the essential academic and performance skills for a chosen career in the caregiving industry.

| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
|--|----------------------------------|---|---|---|
| 1. Visit caregiving facilities to observe, interview, analyze data, compare and contrast experiences. | Field Trip Field Work | Partnership with community agencies and caregiving businesses | Students will evaluate their field work experience in learning logs and summarize the experience using a "poster" format small group presentation. The entire class compares/contrasts small group experiences. | Written peer reviews recorded on standardized evaluation form. |
| 2. Conduct a staffing needs assessment, analyze data, plan a staffing schedule during small group sessions and debate/defend the merits of the groups' plan at entire class session. | Collaborative Learning Groups | Worksheets | Students will analyze the process of planning a work schedule for a facility that has employees and will include the product of the experience in their handbook. | Work schedules are reviewed and evaluated by instructor and a group grade is assigned. |
| 3. Compile/organize a client booklet and an employee policies/ procedures manual which includes job descriptions, employer/client expectations and contracts. | Lecture Class Discussion | Handouts | Students participate in class discussion by listening and questioning. Complete client booklet and employee policies manual. | Instructor Observation |
| Organize a handbook which includes all class projects. | Individual projects | 3 ring binders Divider tabs | Students will compile and organize a handbook of activities which includes a cover page, table of contents and activities. | Instructor will check for completeness, quality and will assign an individual letter grade. |
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Thinking Creatively Interpersonal Skills Learning to Learn Problem Solving

Applying Technology Time Management Goal Setting Self-Esteem

Team Building Leadership

Analy ical Skills





Objective 2: The student will develop a portfolio which includes a personal development plan to gain employability skills or entrepreneurial skills with an emphasis on building the students' self esteem.

| Instruct | Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
|--|---|---|--|--|---|
| l. Pre and post questi standards, grooming, integrity, ethics, and to of the work place. | l. Pre and post questionnaire of work performance standards, grooming, individual responsibility, integrity, ethics, and time management principles of the work place. | Survey Demonstrations Audio/Visual Role Play Ethical Dilemma | Guest Speaker/ Models Students actors Films/Videos/ Multimedia | Students demonstrate, debate issues and judge appropriate standards on questionnaire form. | Students collect questionnaire forms, tabulate data and report results. |
| 2 Listen and discuss and SCANS skills necessork place. | 2 Listen and discuss career planning strategies and SCANS skills necessary for transition to the work place. | Lecture Counselors' assessment instruments One-on-one interview with | Counseling staff | Students will have an individual career plan included in their personal portfolio. | Instructor checks for completeness of portfolio. Counselor observation and remarks. |
| 3. Design a marketing | 3. Design a marketing brochure for a business. | Collaborative learning groups with emphasis on kinaestheic and creative learning styles for this activity | Art materials Specialized paper from "Paper Direct" | Students will produce a marketing brochure. | Peer evaluation to determine if the brochure has essential elements and a pleasing design. |
| 4. Write a news relea paper advertising the and T.V. stations for advertising upcoming newspaper contacts. | 4. Write a news release for distribution in local paper advertising the class or contact local radio and T.V. stations for public service announcement advertising upcoming class. Acquire names of local newspaper contacts. | Collaborative groups Panel Discussion | Guest speakers from local media | Students will evaluate articles or public service announcement and choose an article to be submitted for publication in local newspaper, community service class catalog and/or a public service announcement. | Instructor observes the process students use to complete this assignment and records written comments of their observation of the group interaction and dynamics. |
| Transition Skills Reading Speaking | Computation Learnin Adaptability Problen | Learning to Learn Self: Esteem Problem Solving Goal Setting | Leadership Team Building | ding | |

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7

Analytical Skills

Applying Technology Time Management

Thinking Creatively Interpersonal Skills

Decision Making

Negotiating

Writing Listening



Objective 3: Students will examine the business aspects of the caregiving industry and design an operational business plan that will be presented in written format using a computer.

| Instructional Activities | Learning Styles/Strategies | Resources | Outcomes | Evaluation |
|---|--|---|--|--|
| 1. Formulate a business plan which addresses: 1) accounting procedures, 2) necessary facilities and maintenance, 3) essential equipment, 4) insurance, 5) banking, and 6) networking. | Individual research Computer technology Simulation | Books on business plans Computer software "The Game Plan" | Students will produce a business plan to be included in their handbooks. They will calculate start-up costs and formulate a minimum of one personal or business goal. They will establish a minimum of one business contact. | Instructor will check for completeness, quality and assign an individual letter grade. |
| 2. Review licensing procedures, legal and tax aspects, client/employee/ employer rights and responsibilities, American with Disabilities Act, Sexual Harassment policies, and Title 22 regulations. | Panel Discussion | Guest Speakers | Students will collect any handouts from speakers and organize information into handbook. | Instructor uses a checksheet to inspect for completeness of handbook. |
| 3. Differentiate between required forms: IRS reporting, Franchise Tax Board, Local Resource Center, Alternative Payment Programs, Food Programs, Department of Social Services. | Lecture | Samples of forms | Students will complete a minimum of one form and include it and other forms in handbook. | Instructor checks for completeness and inclusion of forms in handbook. |
| | | | | |

Transition Skills:

| Computation | Adaptability | Decision Making | Negotiating |
|-------------|--------------|-----------------|-------------|
| Reading | Speaking | Writing | Listening |

VII. EVALUATION

The curriculum was developed with input from an interdisciplinary/interagency advisory committee and then field tested at three sites including Grossmont College in the southern California, American River College in the northern California and Los Angeles Mission College, in Los Angeles County. The purpose of testing the curriculum at three sites is to ascertain if the curriculum meets the professional standards of the caregiving industries in different locales, analyze the newly developed curriculum and provide insights into any necessary curriculum revisions. Recommendations from the field test sites were used to refine the model caregiving curriculum, to update bibliography/resource lists and to improve the dissemination strategy.

This process underscored educational opportunities for underrepresented populations, provided individuals with job skills necessary for occupations in the caregiver industry, shaped the industry's educational requirements and acquainted participants with a career ladder for professional development which builds upon a pattern for lifelong learning.

Results - Curriculum Development

Establishing a design team was a fundamental step in starting the curriculum process. This team consisted of representatives from industry, Department of Social Services, California State University - Northridge, California Polytechnic University - Pomona, Health and Home Economics - State Chancellor's Office, and Child Development, Gerontology, and Nutrition Disciplines - California Community Colleges. The purpose of the design team was to develop a strategic plan to accomplish the grant's objectives, suggest representatives for the larger interdisciplinary/interagency advisory committee and contribute pertinent bibliographies to the resource list.

Critical to the success of this curriculum was the involvement with the Department of Social Services. This agency confirmed that information showing increased educational requirements for in-home caregivers was an emerging trend. From their referrals, we obtained names and invited other Department of Social Service contacts (Appendix F) in northern and southern California to serve on our advisory committee.

A survey was sent to all California Community Colleges to establish the existence of an intergenerational curriculum or certificate. Finding no evidence of this curriculum within the California Community Colleges the larger advisory committee was convened to establish the basis for the intergenerational curriculum. Their recommendations lead to the development and college curriculum committee approval of an intergenerational caregiving curriculum. The curriculum design improves access for underrepresented students and prepares students with skills for entry level jobs, entrepreneurial experiences or for family members with caregiving responsibilities. This core curriculum became the foundation of a twenty unit competency based Intergenerational Care Provider Certificate.



Results - Field Test

The field test at three diverse sites proved to be a valuable component of the curriculum development process, by allowing additional input from students, instructors, site facilitators, and licensing agencies. Instructors from all test sites were invited to Los Angeles Mission College for staff development, joint planning, and an evaluation instrument design session. The consensus at the test sites was that the pilot program was a successful experience and the care provider curriculum is in the forefront of an emerging trend of "educated" in-home care providers.

Fifty-three students were enrolled at the three-field test sites, forty-three females and ten males. A variety of recruitment techniques were used, including press releases, letters, instructor recommendations and announcements. The first aid/CPR module had the largest enrollment, partially due to the fact that the coursework satisfies continuing education requirements for several occupations. (Refer to the marketing section of this report for details and samples of promotional strategies and materials.) The unanticipated six month reduction in the grant's length did not allow sufficient time for the usual recruitment efforts, but all the facilitators at the test-sites showed true professionalism under the new time constraint. Twenty-four students completed the series of modules which is forty-five percent of the number that started. Approximately half of the students completing the program took additional courses in the intergenerational certificate program and one-fourth found employment.

The bilingual component was offered at Los Angeles Mission College, where two students had a limited English vocabulary. Their language needs were accommodated in the majority of the modules with instructors who had a knowledge of Spanish. Peer translators were used when necessary. During the 1994 fall semester, a bilingual interpreter will be present to assist non-English speaking students in the scheduled Intergenerational Care Provider classes at Los Angeles Mission College. One student spoke Chinese at another test-site, but was concurrently enrolled in English as a Second Language course. The percentage of underrepresented students enrolled in the program was sixty-eight percent.

The Business of Caregiving module presented the greatest challenge at all three test sites. Students questioned the intent of the business of caregiving module. When first introduced to this module, many students had the misconception that this module was only for individuals wanting to open a business. Once explained how all the components of this module could be viewed from either the employee or employers perspective, students saw the relevance. Students agreed that the resume writing and interviewing components of this module were extremely valuable experiences and contributed to their sense of accomplishment.



Students at Grossmont College were interested in the First Aid/CPR module. Those that remained for the other modules were students interested in home-based elder care. Since Grossmont College has an established "Nanny" Certificate program which attracts individuals interested in the care of children, none of the students enrolled in the intergenerational core course were interested in careers related to the care of children.

American River College is interested in offering the intergenerational program again, but felt more lead time was needed in order to build a larger student base. Many of the students enrolled in the intergenerational care provider program had completed other coursework at the college and heard about the course through their gerontology professor. American River College's gerontology program was a major source of students for the intergenerational care provider program. Since many of the students had already completed coursework, they were aware of the rigors of a college curriculum. This prior exposure to college level work was one factor that contributed to the highest student retention rate of the three test sites. These students were goal oriented and many were interested in opening care facilities.

This fall semester, Los Angeles Mission College will offer the Intergenerational Care Provider core course because of a joint funding effort on the part of the gerontology program and Greater Avenues to Success (GAIN) program grant. Additionally, this course is planned to be part of the TECH/PREP articulation agreements with local high schools. Los Angeles Mission College reported that approximately one-half of the students completing the intergenerational core course, enrolled in additional courses in the certificate program and one-fourth found employment.

Overall, the students recognized the relevancy of the course, acknowledged their own personal growth, and began to envision their success. The most common complaint was that the courses were not long enough. The following letter underscores the relevance of the training program as it describes how one student saved the life of her son because of the First Aid/CPR training she received. She was able to use the Heimlich maneuver to dislodge food that was caught in her son's throat and restore his free breathing.

April 14, 1994

I am writing to you to let every one know that right after we completed our CPR course, I had to perform the Heimlich Maneuver on my two-year old daughter.

When it happened, I didn't panic. The course was still fresh in my mind. I grabbed her and gave her two quick upward thrusts. Out came the food and I was very relieved. She is fine and alive. Thanks to Denise Edwards for teaching me CPR.

Sincerely,



Other comments from students showed how the coursework helped raise their self-esteem. The following comments from two students illustrate the positive results achieved as a result of the training:

- 1) "Finally, I'll be earning money. I feel so good about myself."
- 2) With tears in her eyes, "I am now earning my own money for the first time. I do not have to take from the government."

Assessment - Students/Instructors

Assessment techniques of student and faculty were woven through-out the field test experience through faculty, peer and self evaluations which were both formative and summative. Engaging students in the formative evaluation process (a strategy that fosters students' growth and mastery of content through continuous evaluation and improvement) was found to elicit the student's best work. The curriculum activities broadened the student's definition of "evaluation" which initially was narrowly viewed as "testing."

The students were assessed by other students or instructors in the following areas: 1) interviews, 2) learning logs, 3) problem solving experiences, 4) written compositions, 5) oral presentations, 6) class presentations, 7) skills demonstrations, 8) portfolio/handbook, 9) peer reviews. Summative evaluations of the portfolio and handbook were part of the final evaluation.

Use of student assessments of instructor performance and course content are positive tools in improving the teaching/learning process. The students at all test sites rated the faculty in this pilot program as exceptional. The site-facilitators are to be commended for their selection of instructors for this pilot project, as they proved to be specialists in their respective fields, sensitive to student needs, and flexible in adjusting to changes due to a decrease in the grant's timeline and a major earthquake. The faculty were true professionals in every sense and integral to the success of this pilot. They enjoyed teaching the subject matter as they felt that they were contributing to the caregiving needs of their community.

Revisions to the Core Course

- The Field Work Module was moved from the last module to the middle module. This placement allows students more time to complete the fifty-four hour field work requirement. (27 hours in child care and 27 hours in elder care).
- More hours were added to the CPR/First Aid/Safety and Wellness Module.
- Additional sections of the First Aid/CPR module will be necessary to meet the demand created by individuals trying to meet the fifteen hour preventative health training requirements for as outlined in Assembly Bill 962. (Appendix H)

Recommendations

The recommendations suggested in this section are the result of an extensive review process, analysis, and summary of grant activities. The suggestions come from a variety of sources including the Subject Area Forums, conferences, advisory committee, design team, instructors, test-sites facilitators, industry representatives and students.

Recommendation Prepare to meet the demand for CPR/First Aid courses due to the

enactment of the law established by Assembly Bill 962 which requires specified care providers to have fifteen hours training in preventative health practices. This law goes into effect January 1, 1995 and will most likely

create a demand beginning in the fall of 1994.

Recommendation Promote industry standards that support uniform

standards/terminology, delineate job descriptions and specify career ladder paths for caregivers on the

national level.

Recommendation Recognize the trend for additional state licensing

and/or educational requirements for in-home elder

care.

Recommendation Improve community, businesses and governmental awareness of the

importance and availability of caregiving professionals and the quality care they provide. Promote the concept that day care is not just a place to leave individuals for a few hours, but a quality program that can make each day an enriching experience, not a tedious confinement. Specialized day care programs for infants, preschoolers, youngsters, elders, and the specially

challenged should make each day an extension of family life.

Recommendation Affect change by improving awareness of the importance of informed

political advocacy, by supporting legislation and models which link training to compensation, and by promoting changes at the policy level that would

include care providers as members of the "long-term" care team.

Encourage calling the American Home Economics Association - Public

Policy Hotline at (703) 706-4627 for twenty-four hour legislative

information.

Recommendation Articulate with local high schools for care provider tech-prep programs

that assure sensitivity to varied student populations and provide training and classroom materials that foster an awareness of cultural diversity. Several new laws that go into effect in 1995 encourage public education to

offer courses that articulate with the intergenerational care provider



curriculum. The law requires that parenting education and child development courses become available to students in junior ingh school...

Recommendation

Produce a brochure that expands and delineates potential career opportunities and correlates the amount of required training to salary expectations.

Recommendation

Define salary expectations for students completing the core course, intergenerational certificate, Bachelor's Degree, and advanced degrees. Students should request a minimum hourly rate of \$7 with a minimum four hour time block for in-home care. Instructors should provide the rationale for this salary and prepare students to answer objections that are usually raised by potential employers. Educate participants in the psychological aspects of being prepared to justify their salary request (raising standards, professionalization, salary tied to educational accomplishments).

Field Test Recommendation

Increase the amount of time for individual classes, rearrange the order of the modules which will allow for sufficient time to complete the field work, and conduct some classes at a care facility.

Field Test Recommendation

Provide a practical mix of practice and theory, assign meaningful homework that directly benefits the students (such as gathering the information necessary for writing their resumes, putting together an emergency preparedness kit or planning and preparing a nutritious meal for their family), delineate the expectations of college coursework and establish deadlines, conduct classes at convenient times/locations, and identify resources to support the curriculum.

Field Test Recommendation

Use a variety of assessment techniques to give a reliable picture of student achievement rather than test scores alone. Utilize journals, logs, writing samples, student made video presentations, student-teacher conferences, long-term projects, direct observation, and portfolios of student work.

Field Test Recommendation

Redesign pre and post questionnaires to incorporate a section that is less subjective. Revisions to the pre/post questionnaire would enhances the reliability since the qualitative data could be measured more precisely. It is suggested to incorporate a section into the evaluation instrument similar to the "Licart Scale" which records answers in the following format: "always, usually, seldom, and never." On the positive side students showed little reluctance to responding to the questionnaire.

Conclusions

Conclusion

The care provider curriculum satisfies the health and safety requirements outlined in California Assembly Bill number 962 authored by Assembly Member Alpert. This new law requires that at least one director or teacher at each child day care facility and each licensed family day care home provider have at least fifteen hours of training on preventative health practices. The law stipulates that the personnel maintain a current, unexpired pediatric cardiopulmonary resuscitation card or pediatric basic life support care, and a pediatric first aid care. These requirements become effective January 1, 1995. Completion of this training prior to January 1, 1995 is a condition of licensure or relicensure in many occupations. These requirements help to professionalize the caregiving industry.

Conclusion

Evaluations by the test-site facilitators showed that the intergenerational care provider core curriculum was successful. The curriculum, program, and instructors received praise from the course participants. The student evaluations were overwhelmingly positive and stated that the course was extremely beneficial. All the colleges hope to offer the course again, but budget constraints may prevent the entire five unit course from being offered in its entirety at two of the field test campuses. One campus because of partnering efforts will be offering the course in the Fall 1994 semester. These partnering relationships can increase course offerings when money is not available through traditional channels. All the campuses agree that a student recruitment strategy is needed, plus a plan that promotes and educates business owners about the California Community Colleges' training programs for caregivers.

Conclusion

The duties that care providers perform include housekeeping, shopping, laundry, essential errands, basic meal preparation and meal planning (not for special diets), maintaining a safe environment, observing, monitoring, and reporting on client's condition to the family.

Conclusion

The quality of the Intergenerational Care Provider curriculum and certificate programs prepare students for entry level careers in the human services, child development and gerontology areas, as well as providing skills and resources to meet the demands of multiple roles of homemakers. The field work benefitted the students by providing them with practical experiences in intergenerational, child or elder care settings. These positions provide students with valuable insights into careers goals and opened the door to job opportunities.

Conclusion

The CPR/first aid classes at all three field test sites had the largest enrollment. Students needing the CPR/first aid course for recertification for employment requirements enrolled in only this module. Expanding continuing education



requirements for preventative health practices will keep this module in demand. Enrollment increases in college programs parallel the increases in training mandates for licensure or continuing education.

Conclusion

Among the three field test sites, it was unanimous that the module "The Business of Caregiving" module presented the greatest challenge. The majority of the participants intended to become employees and initially did not see the relevance of studying the business aspects of caregiving. Since most of the students had never envisioned themselves owning their own businesses, a great deal of background information was necessary. The design team concluded at its culminating meeting that this module would continue to be offered because of the importance for participants to understand the options and financial benefits to a care provider business. Another reason to promote entrepreneurship is that the entry barriers for new entrepreneurs are low in this field. Most in-home care providing businesses can begin with minimal start-up costs.

Conclusion

Some students were already caregivers of their own parents or children. They enrolled in the Intergenerational Care Provider course to help them cope with the challenges of caregiving. Their expectations were met and lead to several participants considering providing care as a business.

Conclusion

The project directors reported that the course was a meaningful introduction for re-entry students, high school graduates, and Greater Avenues for Independence (GAIN) participants who are interested in caregiving. It was recommended that this course would be of particular benefit as an overview to caregiving before students enrolled in child development or gerontology majors, since it gives them a career alternative.

Conclusion

This curriculum seems to be timely. Based on labor market projections the caregiving industry will be among the ten fastest growing careers. The trend to reduce long-term care in skilled nursing homes, residential facilities and family jay care will create a demand for this curriculum.

Conclusion

The marketing effort is beginning to yield results even before the care provider curriculum is disseminated state-wide. Several colleges have made inquiries about the curriculum and have sent representatives to interview the project director and to observe the program first hand. The Department of Social Services has made referrals to the college's care provider training program. Marketing this program through California Community College's "ED-Net" organization should give greater visibility to the program and its benefits.



Trends

Trends indicate that caregiving occupations have a bright future with significant growth. According to the National Academy on Aging, there is a clear linkage between the development of community based long-term care and the readiness of the nation to adapt to its aging population. Rightly understood, long-term care encompasses not only health issues, but housing, nutrition, transportation and other social needs. One proposed option for long-term care would be a standardized assessment from which an individual plan of care is developed.

Trend

Licensing and training mandates from the legislature and social service agencies will focus attention on the importance of quality care. Two laws that go into effect January 1995 pertain to caregiving 1) parenting education classes for junior high school students, and 2) preventative health practices for family day care providers. This trend helps professionalize the caregiving industry.

Trend

Increasing demand for quality training classes for child care, eldercare and family care at the high school and college level has already increased enrollments. Future Homemakers in Reston, Virginia report that an estimated 5.3 million students are enrolled in home economics classes in grades seven through twelve. Approximately forty-one percent are male. In 1962, only 2.2 million students were enrolled in home economics classes and only 4.2 percent were male.⁴

Trend

Expanding numbers of intergenerational programs emphasize the holistic approach of aging as a progression across the lifespan. As a result of this grant, Los Angeles Mission College made architectural changes to its master plan for the new Child Development Center by adding an elder care wing.

Trend

Growing numbers of culturally diverse populations in California amplify differences between employer and caregiver in culture, language, food, customs, and discipline methods and create a disparity of expectations.

Trend

Shifts in the delivery of medical services such as an increase in out-patient services, decrease of the length of hospital stay, and expansion of in-home care will create a demand for in-home caregivers. This situation increases the demand for quality training, including train-the-trainer programs.

Trend

Reforming the welfare system, by enabling more individuals to work, will generate a demand for caregivers. At the same time, it will create a pool of eligible care providers. Iowa's model for self-sufficiency -- the "Family Investment Agreement" is a two educational contract for establishing self-sufficiency for welfare recipients.



Louv, Richard, "New Laws are a Good Start for Training Moms, Dads," San Diego Union Tribune, 2/26/94.

LOS ANGELES MISSION COLLEGE

CAREER LADDER FLOW CHART

"Care Provider"

Following are various options to follow by students wishing to pursue a career ladder for caregivers at Los Angeles Mission College (LAMC) and California State University, Northridge (CSUN).

Student can choose ANY of the following options according to their needs.

Certificate Program

LAMC - Certificate Program in Child Development, Elder Care or Intergenerational Care

Associate in Arts Degree

LAMC-Associate in Arts Child Development

LAMC-Associate in Arts Gerontology

Transfer Sequence to CSUN

LAMC-Transfer sequence to CSUN

B.A. in Child Development Option

LAMC-Certificate Program in Child Development

LAMC-A.A. Degree in Child Development

LAMC-Transfer sequence to CSUN

CSUN-B.A. in Child Development

B.A. in Family Environmental Sciences

LAMC-Certificate Program

Intergenerational

LAMC-A.A. Degree - Gerontology

LAMC-Transfer sequence to CSUN

CSUN-B.A. in Family Environment Science



52.

Articulation

In May 1994 an articulation meeting was held at California State University, Northridge (CSUN) with the chair person of the Family and Environmental Sciences. It was agreed that the Intergenerational Care Provider Core Course could be used as elective credit in an independent study project at CSUN. (Appendix I)

The intergenerational certificate program provides articulated coursework in either Child Development or in Family and Environmental Sciences to California State University, Northridge.

Other transfer options include the University of Georgia's "Intergenerational Care" program and graduate certificate programs in "Basic Gerontology" and "Comprehensive Child Caregiver". The intergenerational program reflects a holistic approach to train students to care for individuals regardless of age or culture. The certificate programs are designed for individuals who cannot attend classes on campus in the conventional manner. The gerontology certificate offers a choice of two distance learning options: 1) correspondence study and 2) mentor-group method. In the correspondence method you work at your own pace with learning packages that you receive. In the mentor method you are assigned to a mentor at sites in the Area Agency on Aging where you meet with a group of other students.



Marketing Promoting your Program

The importance of promoting your program cannot be over-stated in these times of dwindling resources. The marketing strategy used for our Intergenerational Care Provider Core Course and Certificate program consisted of student recruitment, program visibility and governmental agency partnerships. This three-pronged approach increases the potential for a successful program because sufficient numbers of students justify, business awareness increases job placement, and collaborative relationships with governmental agencies leads to alternative funding sources.

Student Recruitment

Student recruitment consisted of using a number of promotional methods including newspaper articles, inclusion in schedule of classes, faculty announcements, presentations to the college's counseling staff, flyers, brochures (Appendix J), collaborative relationships with governmental agencies, letters to businesses, non-profits and churches. The majority of the students came from either faculty announcements or from associations with the director of the Greater Avenues to Independence (GAIN) program.

Program Recognition

The concept of the Intergenerational Care Provider curriculum was presented to other community colleges at the Subject Area Forums in September and October, the California Home Economics/Early Childhood Education conference, the Lifespan/ Life Management Advisory Committee, the Los Angeles Mission College and Los Angeles Community College District curriculum committees and at area Dean's Meetings. Articles in the Compendium (a newsletter about home economics issues and trends for California Community Colleges) highlighted the progress of the intergenerational curriculum. The following activities were publicized for maximum visibility 1) the graduates of our core course, 2) an intergenerational day entitled, "Celebration of the Generations," and 3) course offerings made available through grant funding.

Two additional presentations were made to promote the program. The first presentation to the Area Agencies on Aging Council was an overview of the grant's objectives presented by Nancy Dolton, Advisory Committee Member-Business Representative. The second presentation to the national conference for the American Society on Aging highlighted the program's accomplishments through a panel discussion consisting of Eloise Cantrell, Dean of Vocational and Technical Education, Sandra Lampert, Project Director of the Intergenerational Care Provider Curriculum grant, Ruby Trow, Professor of Home Economics - California State Polytechnic University, Pomona, and Lydia Thomas, Regional Manager - Department of Social Services.



Business and Social Service Agencies

The concept of employee training was initially presented to business owners through a survey and follow-up letters. Our target audience was business owners, chambers of commerce and churches within a ten-mile radius of the college. A brochure was developed (Appendix J) to apprise businesses of the availability and benefits of the college's training program for caregivers.

Promoting your Program for the Greatest Visibility

Advertising your program through local newspapers, radio or television stations increases its visibility. These marketing efforts help to recruit students and to acquaint care providing businesses with placement services. Appendix G

It is important to find out if your college has part-time or full-time public relations staff to assist you in placing news stories with the local media. If your college does not have a designated person with established contacts, then establish your own. Remember that editors and reporters see thousands of news releases; therefore, a professional news release is imperative.

What is a press release?

In general, a good press release is a concise, complete description of an upcoming news event, a timely report of an event that has just occurred, or other news or feature items.

Get your message across in the first sentence. Make sure to state who, what, when, where, why in the lead paragraph. Don't forget to include the title of the person your are writing about (Sandra Lampert, Professor of Gerontology). Type and double space all press releases, using only one side of the paper. Leave wide margins and space at the top so editors have room for their notes or remarks. Use short sentences with active verbs. If you must use two pages put the word "MORE" at the bottom of the page and "END" at the conclusion of the release. Proofread your news release carefully, checking for accurate spelling, numbers and grammar.

If you submit photographs with your release, they should be black and white glossy prints, and no smaller than five inches by seven inches. Tape a complete caption on the back of each photo. Remember your photographs will not be returned, so ordering double prints is advised.

Your news release should be in the hands of editors at least twenty-four hours before any event or activity you are publicizing. It is a good idea to establish a contact person in advance of the release. Indicate the timing of the news release at the top of page. Use the wording "FOR IMMEDIATE RELEASE" on most press releases. If you are requesting a specific date use the wording, "FOR RELEASE April 10-16. 1994". Always include the



name and phone number of a person whom the editor can call to acquire additional information or clarification. If possible, include an after-hours telephone number. Be sure the person whose name is on the release is fully informed of the event details.

Ideas to Promote your Program

Additional ways to market your programs are electronic bulletin board systems.

The California Community College's Infonet has a Master Event Registration Calendar (MERCury) which is an electronic calendar of events and can be accessed through a computer equipped with a modern. Use either (209) 577-3081 or (800) 336-3103 (twenty minutes maximum access time on toll free number) to connect electronically.

The Minority On-Line Information System (MOLIS) provides federal agencies with information on Hispanic-serving institutions and historically black colleges and universities. Federal agencies gain information about what certificate, degree and educational programs are available at colleges serving the educational needs of underrepresented populations. Access to the database is free through the Federal Information Exchange (FEDIX). This bulletin board is updated daily with information from the Commerce Business Daily and the Federal Register.

Consult the yellow pages of your telephone book or contact the Chambers of Commerce to identify care provider businesses that may want employee training on site which could be provided through the college on a contract basis. Other contacts that are interested in employee referrals are home services agencies such as the Visiting Nursing Association, local hospital discharge offices and elder-med directors.

Emphasize to the business owner that the Care Provider employee training program 1) meets the fifteen hour first aide and CPR requirements that goes into effect January 1995 (California Assembly Bill number 962), 2) upgrades the skills of employees which usually reduces liability risks, and 3) normally increases job satisfaction, thus reducing the high employee turn-over rate previously associated with this industry.

Knowing how to promote your program will increase the success of your efforts. The next pages show examples of the program's marketing efforts, "forms" to use as you build your marketing strategy and a public relations bibliography.

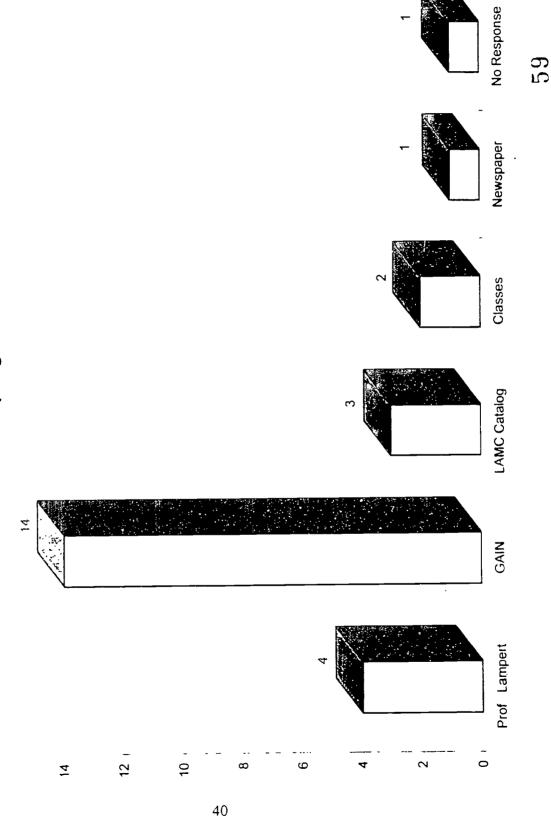
Analysis Recruitment Effort





Los Angeles Mission College

Student Recruitment Core Course Spring 1994







Life Span/Life Management Advisory Committee June 28, 1994

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Definition of Terms

Trained Caregiver

for purposes of this grant, individuals providing care in a non-medical capacity who have completed a minimum of ninety hours of instruction that was developed collaboratively with the Department of Social Services

Intergenerational Care

includes a variety of situations, such as, 1) an intergenerational day care facility that has separate wings for elders and children, but where they come together for a short time during the day to share an activity, 2) an elder caring for a child, or 3) a family member who cares for an elder and child

Intergenerational Care Provider Curriculum

a five-unit curriculum developed as an introductory core course for individuals interested in the caregiving industry

Intergenerational Certificate

a twenty or twenty-one unit certificate program consisting of courses from two or more fields of study which prepares individuals for entry level positions in the caregiving industry and which has a career ladder leading to majors in child development, gerontology and human services

SCANS

The United States Secretary of Labor's report entitled, "Secretary's Commission on Achieving Necessary Skills"



Appendix A

Labor Market Projections - Employment Development Department



TABLE 6 FIFTY OCCUPATIONS WITH THE FASTEST JOB GROWTH

CALIFORNIA 1990 - 2005

| OCCUPATION | EMPLO\ 1990 | MENT 2005 | ABSOLUTE CHANGE | PERCENT CHANGE |
|--|-----------------|--------------|--------------------|-------------------|
| DATA PROCESSING EQUIP REPAIRERS | 9,660 | 18,180 | 8,520 | 88.2% |
| PHYSICAL THERAPISTS | 8,490 | 15,370 | 6,880 | 81.0% |
| HOME HEALTH CARE WORKERS | 8,170 | 14,690 | 6,520 | 79.8% |
| ATI'LETES, COACHES, UMPS, RELATED | 1,650 | 2,900 | 1,250 | 75.8% |
| HUMAN SERVICES WORKERS | 14,330 | 23,740 | 9,410 | 65.7% |
| FOOD SERVICE MANAGERS | 24,310 | 39,840 | 15,530 | 63.9% |
| OCCUPATIONAL THERAPY ASSISTANTS | 720 | 1,170 | 450 | 62.5% |
| PERSONAL AND HOME CARE AIDES | 4,730 | 7,680 | 2,950 | 62.4% |
| PHYSICAL THERAPY ASSISTANTS & AIDE | 7,220 | 11,660 | 4,440 | 61.5% |
| RADIOLOGIC TECHNOLOGIST, DIAGNOSTIC | 14,070 | 22,640 | 8,570 | 60.9% |
| PEST CONTROLLERS AND ASSISTANTS | 5,960 | 9,550 | 3,590 | 60.2% |
| OPTOMETRISTS | 3,120 | 4,980 | 1,860 | 59.6% |
| SUBWAY AND STREETCAR OPERATORS | 2,880 | 4,580 | 1,700 | 59.0% |
| PSYCHIATRIC TECHNICIANS | 3,000 | 4,740 | 1,740 | 58.0% |
| COOKSRESTAURANT | 69,300 | 109,240 | 39,940 | 57.6% |
| MEDICAL ASSISTANTS | 22,930 | 36,070 | 13,140 | 57.3% |
| EMPL INTERVIEWERS-PRIV OR PUB | 7,600 | 11,920 | 4,320 | 56.8% |
| SECRETARIES, LEGAL | 34,720 | 54,340 | 19,620 | 56.5% |
| DENTAL HYGIENISTS | 11,990 | 18,570 | 6,580 | 54.9% |
| PARALEGAL PERSONNEL | 11,150 | 17,210 | 6,060 | 5473% |
| SECRETARIES, MEDICAL | 20,570 | 31,630 | 11,060 | 53.8% |
| RADIOLOGIC TECHNOLOGIST, THERAPEUTIC | 690 | 1,050 | 360 | 52.2% |
| SALES AGENTS-FINANCIAL SERVICES | 13,920 | 21,160 | 7,240 | 52.0% |
| TAX PREPARERS | 9,530 | 14,460 | 4,930 | 51.7% |
| RESPIRATORY CARE PRACTITIONERS | 9,180 | 13,920 | 4,740 | 51.6% |
| COMPUTER ENGINEERS | 30,330 | 45,950 | 15,620 | 51.5% |
| TECHNICAL WRITERS | 6,080 | 9,120 | 3,040 | 50.0% |
| CARDIOLOGY TECHNOLOGISTS | 1,080 | 1,620 | 540 | 50.0% |
| DEMONSTRATORS, PROMOTERS, MODELS | 7,000 | 10,480 | 3,480 | 49.7% |
| COMBINED FOOD PREP AND SERVICE | 131,990 | 196,030 | 64,040 | 48.5% |
| LAWYERS | 53,620 | 78,850 | 25,230 | 47.1% |
| GUARDS AND WATCH GUARDS | 89,340 | 131,270 | 41,930 | 46.9% |
| DENTAL ASSISTANTS | 20,750 | 30,430 | 9,680 | 46.7% |
| WARDROBE ATTENDANTS | 860 | 1,260 | 400 | 46.5% |
| MAIL MACH OPS-PREP AND HANDLING | 5,080 | 7,440 | 2,360 | 46.5% |
| DUPLICATING MACHINE OPERATORS | 5,170 | 7,570 | 2,400 | 46.4% |
| CHILD CARE WORKERS | 17,890 | 26,190 | 8,300 | 46.4% |
| COOKSSPECIALTY FAST FOOD | 51,440 | 75,160 | 23,720 | 46.1% |
| NURSERY WORKERS | 7,670 | 11,140 | 3,470 | 45 2% |
| RECEPTIONISTS, INFORMATION CLERKS | 126,080 | 183,100 | 57,020 | 45.2% |
| · | 10,490 | 15,230 | 4,740 | 45.2% |
| MANAGEMENT ANALYSTS | 48,440 | 70,270 | 21,830 | 45.1% |
| COUNTER ATTENDANTSFOOD SOCIAL WORKERSMED, PSYCHIATRIC | 18,370 | 26,610 | 8,240 | 44.9% |
| | 2,900 | 4,200 | 1,300 | 44.8% |
| CHIROPRACTORS | 2,900 9,640 | 13,960 | 4,320 | 44.8% |
| LODGING MANAGERS | 9,640 16,600 | 23,980 | 7,380 | 44.5% |
| BAKERSBREAD AND PASTRY | 53,110 | 76,720 | 23,610 | 44.5° |
| SYSTEMS ANALYSTS-ELEC DATA PROC | | | | 44.5 |
| DETECTIVES, INVESTIGATORSEX PUB | 7,390 | 10,670 | 3,280 | |
| COMPUTER PROGRAMMERS, INCL AIDES | 74,610 | 107,540 | 32,930 | 44.19 |
| PODIATRISTS | 910 | 1,310 | 400 | 44.0 |
| TOTAL OF THE FIFTY OCCUPATIONS | 1,116,730 | 1,677,390 | 560,660 | 50.2 |

[•] EXCLUDES NEC CATEGORIES AND OCCUPATIONS WITH EMPLOYMENT OF LESS THAN 1000 IN 2005.



Appendix B

Intergenerational Care Provider Course Outlines



Child/Adult Caregiving



ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT Division of Educational Services () Existing course Office of Instructional Services Omit #'s 11-14 PROPOSED NEW COURSE REQUEST (PNCR) (X) Proposed NEW Course () Proposed ADDITION of a District Course 1. COLLEGE: Los Angeles Mission College COURSE INFORMATION: (Attach Course Outline) SUBJECT CODE: 418 EFFECTIVE SEMESTER: 3/94 Family & Consumer Studies 039 SUBJECT TITLE (not to exceed 40 spaces) COURSE NUMBER Child/Adult Caregiving COURSE TITLE (not to exceed 60 spaces) Units PREREQUISITE: None REPEATABILITY: ___O_ HOURS PER WEEK: Lecture 3, Laboratory 2 with homework, Other (specify) 3 practicum, Total Hours Per Week 8 4. DESCRIPTION: (As it is to appear in the college catalog and Board of Trustees Action. Limit to 40 words) This is an introductory class for an Intergenerational Caregiver Certificate program. The class covers caregiving, entrepreneurial business issues, human development/lifespan, CPR/First Aid/Safety and Wellness and practicum. 6. ARTICULATION: It is recommended that this course be articulated as: () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleges (Baccalaureate) (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation (Areas): A. Communication/Critical Thinking () B. Science and Math () C. Humanities () D. Social Sciences () E. Lifelong Understanding/Self Development () RATIONALE FOR OFFERING THIS COURSE: For new course, this statement will be used for Board of Trustees action. (Not to exceed 25 words.) Labor trends indicate there is an inadequate supply of caregivers. Community and state agencies have identified extreme needs. 8. MULTIPLE COURSE INDEX STATUS: (cross reference) Should this course be listed as equivalent in content to existing District courses? Yes () No (X) If yes, list courses.

ERIC

4.11.94

President, Academic Affairs

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| thor American Red Cross | <u>Title</u> | CPR/First Aid | | |
|---|---|--|---|---------|
| ablisher | Edition | | | |
| uthor Julie Ruelas/ Frankie White | <u>Title</u> | Business of Caregiving | | |
| ublisher | Edition | Current | | |
| <u>.</u> uthor | <u>Title</u> | | | |
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15.

17. <u>COURSE OBJECTIVES:</u> Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

Caregiving

Demonstrate an understanding of the field of caregiving; identify sources of increased information and professional activities; identify infectious diseases and proper handling to reduce contamination; demonstrate their knowledge of appropriate nutrition for wellness; recognize the proper method of food handling and meal preparation; analyze and evaluate the various age levels in caregiving; evaluate components of the physical set—up, both inside and out of doors; explain emergency preparedness and evacuation which will maximize health and safety and prevent accidents and injuries; and examine dietary patterns of various cultures.

CPR/First Aid/Safety/Wellness

Demonstrate correct CPR techniques for children and adults and become certified to perform CPR upon successful completion of this module; demonstrate first aid procedures for cuts, burns, and choking incidents; describe safety measures to prevent injuries to adults and children; describe procedures for assisting adults and children with medications and documentation according to Title 22, Division 6, Section 875; and identify and analyze personal care procedures.

Business of Caregiving

Develop a detailed job description for a specific occupation including prerequisites, legal aspects, ethical issues and employer/employee responsibilities; identify essential personal, academic and performance skills required for a chosen career;

plan a personal development program to gain employability skills and enhance self-image;

demonstrate identified performance outcomes for career growth and advancement; familiarize themselves with regulations governing caregivers work; and develop communication and report writing skills.

Human Development/Lifespan Focus

Understand the basic growth and development issues over the lifespan; understand the major aspects and issues of aging; demonstrate an awareness of the psychosocial impacts and issues of caregiving; identify physical fitness/recreational activities appropriate for toddlers, preschoolers, school-age children, adolescents, young adults, adults, and the aged; understand diversity/social emotional issues over the lifespan; and practice client assessment techniques.

Practicum

Write, plan, coordinate and accomplish measurable work objectives on the job site; compare and evaluate his/her own place in the employing institution and in society; analyze and evaluate pathways toward upward mobility within the work organization; analyze and identify changes occurring in their work environment and the world of work; analyze their personal career objectives; analyze and evaluate proper job search techniques; develop understanding, appreciation and respect for work and the work ethic; and explore their aptitudes, interests, and values as these personal traits.



18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING: Written Assignments Essay(s) Summaries/Abstracts Journals/Logs Term paper(s) Research Project/Paper Report(s) Other (specify)_____ Symbol Systems Logic Music Computation Projects Drafting/Graphics Other (specify) Skills Verbal/Communication Written Analytical Laboratory Physical Other (specify) Other Assignments Field Trips Lectures Meetings Readings Special Films and TV Programs <u>X</u> Library/LRC Other (specify) 19. INSTRUCTIONAL MODES: Lecture Lecture/Discussion Lecture/Laboratory Laboratory Demonstration Seminar One-on-One Conference Oral Drills Work Experience Computer Interactive Assignment Audio Visual Guest Speakers Field Experience Independent/Directed Studies Small Group Discussions Other (specify):___ 20. **EVALUATION METHODS:** Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course. Chandendinad Mash

| | Standardized Tests | | Criterion Reference Tests |
|----------|------------------------|-------------|---------------------------|
| <u>X</u> | Observation Record of | <u>X</u> | Homework |
| | Student Performance | | |
| | Essays/Essay Tests | _X_ | Written Compositions |
| | Quizzes, Unit Tests, | W | |
| - | Midterms | _X_ | Oral Presentations |
| | Laboratory Reports | <u>_X_</u> | Class Participation |
| | Term Papers, Projects, | | • |
| | Reports | _X_ | Skills Demonstrations |
| _X_ | Problem-Solving | | |
| | Exercises | | Final Exams |
| | Other (specify): | | |
| | , - • · - | | |



21. COURSE CONTENT:

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated

Topic or Activity

Caregiving

| 1 Hour |
|--------|
|--------|

- 1 Hour
- 2 Hours
- 4 Hours
- 4 Hours
- 3 Hours
- 2 Hours
- 1 Hour

24 Hours

- 12 Hours
- 3 Hours
- 3 Hours
- 2 Hours
- Hour
- 4 Hours
- 3 Hours
- 1 Hour
- 1 Hour
- 7 Hours
- 3 Hours
- 2 Hours
- Hour
- 3 Hours
- 1 Hour
- 1 Hour
- 54 Hours

Introduction to Caregiving

Community Resources Control of Infectious Diseases

Nutrition

Sanitary Food Handling/Meal Preparation

Training in Childhood/Elder/Caregiver Injury Prevention

Emergency Preparedness and Evacuation

Field Trip

CPR/First Aid/Safety and Wellness

Certification Infant/Child/Adult CPR & First Aid Safety, Wellness, Medications, Personal Care

Business of Caregiving

Career Planning/Personal Development Legal Issues/Rules & Regulations/Ethics/Insurance Client, Employer/Employee Rights/Responsibilities Work Performance Standard/Grooming/Interview Communication Skills/Report Writing/Charting Decision Making/Problem Solving/Time Management Interview Process Field Trip

Human Development/Lifespan Focus

Overview Human Development Aspects and Issues of Aging Psychosocial Impacts and Issues of Caregiving Physical Fitness/Recreational Activities Diversity/Social Emotional Issues Client Assessment Field Trip

Practicum

Determining job interest and placement Field experience Individual discussion of work experience Final assessment, evaluation, certificate of completion



LOS ANGELES COMMUNITY COLLEGE DISTRICT Division of Educational Services Office of Instructional Services

STANDARD MODULE REQUEST

| 1. | Complete C | ourse Informat | ion | EFFECTIVE SEMESTER: | 1/9 | 5 |
|----|-----------------|---------------------------------------|----------------------|--------------------------------------|-----------|-------|
| | Subject Code | Subj. Title Abbrev | Course Num Number | nber <u>Course Title</u> | Units | Hours |
| | 418 | Fam & C S | 039 | Child/Adult Caregiving | 5 | 3 |
| 2. | Module Cou | rse Informatio | <u>n</u> | | • | • |
| | Subject Code | Subj. Title Abbrev. | Course Number | Course Title | Units | Hours |
| | 418 | Fam & C S | 039 | Caregiving | 1_ | 1 |
| | 418 | Fam & C S | 039 | CPR/First Aid/Safety and Wellness | 1 | 2 |
| | 418 | Fam & C S | 039 | Business of Caregiving | 1 | 1 |
| | 418 | Fam & C S | 039 | Human Development/Lifespan Focus | 1 | 1 |
| | 418 | Fam & C S | 039 | Practicum | 1 | 3 |
| | | | | | | |
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| 3. | | ntent Informatiurse Outline fo | | Course and identify each modular por | tion of 1 | the |
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| 4. | Submitted | by Mis | sion | | | |
| ٠ | | · · · · · · · · · · · · · · · · · · · | Name of | College | | |
| 5. | Annroved t | oy Pal M. | per e)(| | | |
| ٠. | 7 | | Dean of | Instruction | | |
| | | | | | | |



RM SMR 10/79

Intergenerational Caregiving Certificate

| F&CS 39 - | Intergenerational Care Provider Core Course | 5 units |
|---------------------|--|-------------|
| FSM -101 | Food Production | 4 units |
| F&CS 38 - | In-home Elder Care (2 Units) | |
| and/or CD 60 | In-home Child Care (3 Units) | 2/3 units |
| CO-OP-931 | Work experience in elder Care and/or child care facilities | 3 units |
| F&CS 37 - and/or | Training for Gerontological Services (3 units) | |
| CD 1 | Early childhood: Principles and Practices (3 units) | 3 units |
| F&CS 30 - | Family Relationships | 2 units |
| F&CS 70 - | Development of Community Projects (Issues and Trends) | 2 units |
| | Total Number of Units in Certificate | 21/22 units |



Caregiving



ASSOCIATE DEGREE CREDIT COURSE

| | LOS ANGELES COMMUNITY COLLEGE DISTRICT Division of Educational Services () Existing Office of Instructional Services Omit #' | ng course s 11-14 |
|----------|--|---|
| | PROPOSED NEW COURSE REQUEST (PNCR) | 8 11-14 |
| | (X) Proposed NEW Course () Proposed ADDITION of a District | : Course |
| 1. | | |
| 2. | | |
| 2. | COURSE INFORMATION: (Attach Course Outline) | |
| | SUBJECT CODE: 418 EFFECTIVE SEMESTER: | 3/94 |
| | Family & Consumer Studies SUBJECT TITLE (not to exceed 40 spaces) | 039 COURSE NUMBER |
| | Caregiving | 1 |
| | COURSE TITLE (not to exceed 60 spaces) | Units |
| 3. | | TABILITY: 0 |
| 4. | HOURS PER WEEK: Lecture 1, Laboratory 7 Other (specify) Total Hours Per Week 3 | <u>.</u> |
| 5. | DESCRIPTION: (As it is to appear in the college catalog Action. Limit to 40 words) | |
| | This module presents an overview and introduction to the field designed to address topics mandated by Assembly Bill 962 (1992/92 Facilities. | of caregiving. It is Alpert) Child Day Care |
| 6. | ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & College (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () C. D. Social Sciences () E. Lifelong Understanding/Self Development | (Areas): |
| 7. | RATIONALE FOR OFFERING THIS COURSE: For new course, this statement of Trustees action. (Not to exceed 25 words.) | will be used for Board |
| | Labor trends indicate there is an inadequate supply of caregivers agencies have identified extreme needs. | G. Community and state |
| 8. | MULTIPLE COURSE INDEX STATUS: (cross reference) Should this equivalent in content to existing District courses? Yes () No (X | course be listed as |
| | Department/Cluster Chair Date Curriculum Commis | 4/1/96 |
| 2 | Curriculum Commis | ttee Chair Date |
| | Poly mellow 4.1124 That Lynn | de 4)11/9,1 |
| | Vice President, Academic Affairs Date College President | Date |

| 9. | EDUCATIONAL PROGRAM STATUS: (List the educational programs in which | ch course will appear.) |
|------|---|---|
| | | DISTRICT APPROVAL |
| | TOP CODE PROGRAM TITLE *PROGRAM DESIGNATION +DEGREE OBJECTIVE | STATUS AT COLLEGE APPROVED PROPOSE |
| | 1304.00 Family & Consumer Studies 1 1/2 | x |
| 10 + | * COURSE RELATIONSHIP TO PROGRAM: | |
| Α. | OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated proposed or existing occupational program, attach a copy of the | ha nyaayam ahaina eta |
| | placement of the course in the sequence of learning as it will a | ppear in the catalog. |
| в. | OCCUPATIONAL PROGRAM ELECTIVE: () If the course is designed a proposed or existing occupational program, attach a list of the other program. | s an elective within a ner electives within the |
| c. | GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this councilege as a meeting of the general education requirements for grass () No (X). If yes, please indicate which requirement A. Natural Science (), B. Social and Behavioral Sciences (), D. Language and Rationality: 1. English Composition () 2. Analytical Thinking (), E. Health and Physical Education (). | raduation? t (Areas): . C. Humanities () |
| D. | OTHER BACCALAUREATE LEVEL COURSE: () This course does not me graduation or occupational program requirement but will be accepted of the transfer program(s) listed in item no. 9. | et a general education towards the completion |
| E. | CONTINUING EDUCATION: () If the course is designed to mest a coattach a description of the need. | ntinuing education need |
| 11. | ESTIMATED AVERAGE ENROLLMENT PER SECTION: 1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25 | · and |
| 12. | COORDINATION: (List names and titles of persons contacted at other this course). | er colleges in regard to |
| | NAME TITLE COLL Barbara Whitney Specialist in Health State Chancellor' | |
| | Ruby Trow Professor of Home Economics Cal. Poly, Pomona | B Office |
| | | |
| 13. | INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE: a. By Additional Funds () Describe. S | |
| | b. By deleting sections of existing courses () | |
| | | ER OF SECTIONS TO ELETED 1ST YEAR |
| | c. By Special Funds () (detail on supplemental sheet and ind | licate Federal, |
| | d. Other (X)Alternating with F&CS S S TOTAL FUNDS AVAILABLE S | |
| 14. | If the course is an existing District course attach a copy of the description(s) that were used as a model for this course. *1. Occupational, 2. Non-Occupational (Academic Transfe Developmental) +1. Associate, 2. Certificate, 3. Apprentice | r, General Education, |
| | ** A sequence of learning showing the course/program relation each new course and add submittal form. | onship should accompany |

| Author Julie Ruelas Frankie Whit | / <u>Title</u> | Business of Caregiving | | |
|--|---|------------------------|------------|----------|
| ublisher | Edition | Current | | |
| uthor | <u>Title</u> | | | |
| ublisher | <u>Edition</u> | | | |
| uthor | Title | | % - | |
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| blisher | Edition | | • | |
| Non-print media, s | oftware and recommende | topic. | | |
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| Non-print media, s | oftware and recommende | ed readings: | | |
| Non-print media, s | oftware and recommende | ed readings: | | |
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| Non-print media, s | oftware and recommende | ed readings: | | |
| Non-print media, s Handouts will be s Separate list prep | oftware and recommended by the state of the | ed readings: | | r use fo |



17. <u>COURSE OBJECTIVES:</u> Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 1: Caregiving

Demonstrate an understanding of the field of caregiving;

identify sources of increased information and professional activities;

identify infectious diseases and proper handling to reduce contamination;

demonstrate their knowledge of appropriate nutrition for wellness;

recognize the proper method of food handling and meal preparation;

analyze and evaluate the various age levels in caregiving;

evaluate components of the physical set-up, both inside and out of doors;

explain emergency preparedness and evacuation which will maximize health and safety and prevent accidents and injuries; and



ASSIGNMENTS THAT DEVELOP CRITICAL THINKING: 18. Written Assignments Essay(s) Summaries/Abstracts Journals/Logs Term paper(s) Research Project/Paper Report(s) Other (specify) В. Symbol Systems Logic Music Computation Projects Drafting/Graphics Other (specify) C. Skills Verbal/Communication Written Analytical Laboratory Physical Other (specify) D. Other Assignments Field Trips <u>X</u> Lectures Meetings Readings Special Films and TV Programs _X_ Library/LRC Other (specify) INSTRUCTIONAL MODES: Lecture Lecture/Discussion Lecture/Laboratory Laboratory Demonstration Seminar One-on-One Conference Oral Drills Oral Drills Computer Interactive Assignme X Guest Speakers Independent/Directed Studies Work Experience Computer Interactive Assignment Audio Visual Field Experience Small Group Discussions Other (specify): 20. **EVALUATION METHODS:** Multiple methods must be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course. Standardized Tests Criterion Reference Tests Observation Record of Homework Student Performance Essays/Essay Tests _X_ Written Compositions Quizzes, Unit Tests, <u>X</u> Midterms Oral Presentations Laboratory Reports Class Participation



Term Papers, Projects,

Other (specify):

Problem-Solving

Reports

Exercises

Final Exams

Skills Demonstrations

X

21. COURSE CONTENT:

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated

1 Hour

1 Hour

2 Hours

4 Hours

4 Hours

3 Hours

· 2 Hours

1 Hour

Topic or Activity

MODULE 1:

Child/Adult Caregiving

Introduction to Caregiving

Community Resources

Control of Infectious Diseases

Nutrition

Sanitary Food Handling/Meal Preparation

Training in Childhood/Elder/Caregiver Injury Prevention

Emergency Preparedness and Evacuation

Field Trip

Intergenerational Caregiving Certificate

| F&CS 39 - | Intergenerational Care Provider Core Course | 5 units |
|------------------|--|-------------|
| FSM -101 | Food Production | 4 units - |
| F&CS 38 - and/or | In-home Elder Care (2 Units) | |
| CD 60 | In-home Child Care (3 Units) | 2/3 units |
| CO-OP-931 | Work experience in elder Care and/or child care facilities | 3 units |
| F&CS 37 - and/or | Training for Gerontological Services (3 units) | |
| CD 1 | Early childhood: Principles and Practices (3 units) | 3 units |
| F&CS 30 - | Family Relations bips | 2 units |
| F&CS 70 - | Development of Community Projects (Issues and Trends) | 2 units |
| | Total Number of Units in Certificate | 21/22 units |



Human Development



ASSOCIATE DEGREE CREDIT COURSE

| | Division of Edu | COLLEGE DISTRICT acational Services cuctional Services | () Existir Omit # | ng course s 11-14 |
|---|--|--|--|---|
| PROP | OSED NEW COURSE F | REQUEST (PNCR) | | |
| (X) Propos | ed NEW Course | () Proposed ADDIT | TION of a District | : Course |
| COLLEGE: | Loa Angelea Mia | sion College | | |
| COURSE INF | ORMATION: (Attac | ch Course Outline) | | |
| SUBJECT CO | DE: 418 | EFFEC: | TIVE SEMESTER: | 3/94 |
| Family & C SUBJECT TI | onsumer Studies TLE (not to excee | | | 039 COURSE NUMBER |
| Human Deve | lopment/Lifespan | Focus | | 1 |
| COURSE TIT | (25 6x6666 | . oo spaces, | | Units |
| PREREQUISI | TE: None | | REPEA | TABILITY: 0 |
| HOURS PER Other (spe | WEEK: Lecture 1 | Laboratory Total | | |
| <u>DESCRIPTIO</u> | N: (As it i | s to appear in the Limit to 40 words) | | |
| | | | | |
| | e provides an ove the psychosocial iversity issues. | erview of growth and of aspects of caregiv | development throughing, client asse | shout the lifespan. |
| Cultural d ARTICULATI () Accep (X) Accep (X) Occup Request fo A. Communi | iversity issues. ON: It is recomm table for credit, table for credit, ational () r General Education (Critical Testion (Critical Testion) | nended that this cours University of Califor California State Uni Prerequisite/Develor On Transfer Certifica | se be articulated prnia iversity & College pomental ation Designation | as: (Baccalaureate) (Areas): |
| cultural d ARTICULATI () Accep (X) Accep (X) Occup Request fo A. Communi D. Social | iversity issues. ON: It is recomm table for credit, table for credit, ational () r General Educatication/Critical T Sciences () E. L | nended that this cours University of California State Uni Prerequisite/Develo | se be articulated print assertion in the control of | as: (Baccalaureate) (Areas): Humanities () |
| cultural d ARTICULATI () Accep (X) Accep (X) Occup Request fo A. Communi D. Social RATIONALE; of Trustee Labor tren | iversity issues. ON: It is recomm table for credit, table for credit, ational () r General Educatication/Critical T Sciences () E. I. FOR OFFERING THIS B action. (Not to | nended that this course University of California State Universety of California State Certification Universety of Course: For new course exceed 25 words.) | se be articulated print assertion assertion Designation ce and Math () C. g/Self Development se, this statement | as: (Baccalaureate) (Areas): Humanities () (() |
| Cultural d ARTICULATI () Accep (X) Accep (X) Occup Request fo A. Communi D. Social RATIONALE of Trustee Labor tren agencies h | iversity issues. ON: It is recomm table for credit, ational () represented the formal of the following cation/Critical Table for offering this section. (Not the following cate of the following cate | nended that this course University of California State Universety of California State Certification Universety of Course: For new course exceed 25 words.) | se be articulated ornia iversity & College opmental ation Designation ce and Math () C. g/Self Development se, this statement oply of caregivers | as: (Baccalaureate) (Areas): Humanities () (()) will be used for B |
| Cultural d ARTICULATI () Accep (X) Accep (X) Occup Request fo A. Communi D. Social RATIONALE Of Trustee Labor tren agencies h MULTIPLE (equivalent | iversity issues. ON: It is recommable for credit, table for credit, ational () r General Educatication/Critical TSciences () E. I. FOR OFFERING THIS action. (Not to ds indicate there ave identified extended in content to extend | nended that this course University of California State University On Transfer Certification of Transfer Certification Understanding Course: For new course exceed 25 words.) e is an inadequate suggestion of the course of the cou | se be articulated ornia iversity & College opmental ation Designation ce and Math () C. g/Self Development se, this statement oply of caregivers oply of caregivers once) Should this es? Yes () No (X | as: (Areas): Humanities () (() will be used for B Community and s course be listed If yes, list cour |
| Cultural d ARTICULATI () Accep (X) Accep (X) Occup Request fo A. Communi D. Social RATIONALE Of Trustee Labor tren agencies h MULTIPLE (equivalent | iversity issues. ON: It is recomm table for credit, ational () represented the formal of the following cation/Critical Table for offering this section. (Not the following cate of the following cate | nended that this course University of California State University On Transfer Certification of Transfer Certification Understanding Course: For new course exceed 25 words.) e is an inadequate suggestion of the course of the cou | se be articulated ornia iversity & College opmental ation Designation ce and Math () C. g/Self Development se, this statement oply of caregivers oply of caregivers once) Should this es? Yes () No (X | as: (Areas): Humanities () (() will be used for B Community and s course be listed If yes, list cour |

| 9. | EDUCATIONAL PROGRAM STATUS: (List the educational programs in whic | h course w | ill appear.) |
|-------------|--|---|-------------------------------|
| | · | DI TRICT STATUS AT | |
| | TOP CODE PROGRAM TITLE *PROGRAM DESIGNATION +DEGREE OBJECTIVE | APPROVED | PROPOSE |
| | 1304.00 Family & Consumer Studies 1 1/2 | | X |
| 10. * A. | * COURSE RELATIONSHIP TO PROGRAM: OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated proposed or existing occupational program, attach a copy of the placement of the course in the sequence of learning as it will appropriate the sequence of the course in the sequence of the course is designated to the course in the sequence of the course is designated to the cour | as a requ <u>e program</u> pear in th | irement of a showing the |
| в. | OCCUPATIONAL PROGRAM ELECTIVE: () If the course is designed as proposed or existing occupational program, attach a list of the other program. | _ | |
| C. | GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this cour college as a meeting of the general education requirements for gr Yes () No (X). If yes, please indicate which requirement A. Natural Science (), B. Social and Behavioral Sciences (), D. Language and Rationality: 1. English Composition () 2. Analytical Thinking (), E. Health and Physical Education (). | aduation? (Areas): | |
| D. | OTHER BACCALAUREATE LEVEL COURSE: () This course does not mee graduation or occupational program requirement but will be accepted of the transfer program(s) listed in item no. 9. | t a gener towards th | al education ne completion |
| E. | CONTINUING EDUCATION: () If the course is designed to meet a con attach a description of the need. | tinuing ed | lucation need |
| 1. | ESTIMATED AVERAGE ENROLLMENT PER SECTION: 1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25 | | |
| 2. | COORDINATION: (List names and titles of persons contacted at other this course). | colleges | in regard to |
| | NAME TITLE COLLE | GE | |
| | Barbara Whitney Specialist in Health State Chancellor' Ruby Trow Professor of Home Economics Cal. Poly, Pomona | s Office | |
| | RUDY ITOW Professor of Home Economics Cal. Polv. Pomona | | |
| _ | | | |
| .3. | INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE: a. By Additional Funds () Describe. S | | |
| | by Additional Funds () Describe. | | |
| | b Production | | |
| | b. By deleting sections of existing courses () | | |
| | SUBJECT TITLE COURSE NUMBER BE DE | R OF SECTI LETED 13T | ONS TO YEAR |
| | c. By Special Funds () (detail on supplemental sheet and indi | cate Feder | al, |
| • | d. Other (X)Alternating with F&CS S Classes. S TOTAL FUNDS AVAILABLE S | | |
| 4. | If the course is an existing District course attach a copy of the edescription(s) that were used as a model for this course. *1. Occupational, 2. Non-Occupational (Academic Transfer Developmental) +1. Associate, 2. Certificate, 3. Apprentice | , General | Education |
| | ** A sequence of learning showing the course/program relation each new course and add submittal form. | ship shoul | d accompany |

| 15. | TEXTBO | DOK(S): List all poding those materials | ublications, no to be put in t | p-print media, software, he Library/LRC. | recommended | readings |
|--------|---------------|---|-----------------------------------|--|---------------|-------------|
| uthor | <u> </u> | Julie Ruelas/ Frankie White | Title | Business of Caregiving | | |
| Publis | sher | | <u>Edition</u> | Current | | |
| Author | <u>c</u> | | <u>Title</u> | | | |
| Publis | sh <u>er</u> | | Edition | | | |
| Author | <u>c</u> | | <u>Title</u> | | | |
| Publis | sher | | Edition | | · | |
| Author | <u>c</u> | | <u>Title</u> | | | |
| Publie | her | | <u>Edition</u> | | • | |
| | | uts will be submitte | | opic. | | · |
| | | | | | | |
| | | | <u></u> | | | |
| 16. | SUPPL this | IES: List materials course: | and supplies th | nat students are required | to purchase o | or use for |
| | <u>Penci</u> | ls and notebooks | | | | |
| | | | | | | |



17. COURSE OBJECTIVES: Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 4: Human Development/Lifespan Focus

Understand the basic growth and development issues over the lifespan; understand the major aspects and issues of aging;

demonstrate an awareness of the psychosocial impacts and issues of caregiving;

identify physical fitness/recreational activities appropriate for toddlers,
 preschoolers, school-age children, adolescents, young adults, adults, and the
 aged;

understand diversity/social emotional issues over the lifespan; and practice client assessment techniques.



| 18 | 18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING: | | | | | |
|----|---|---|----------------|---|--|--|
| | A. _X _X | Written Assignments Essay(s) Journals/Logs Research Project/Paper Other (specify) | <u> </u> | Summaries/Abstracts Term paper(s) Report(s) | | |
| | в. | Symbol Systems Logic Computation Drafting/Graphics | | Music Projects Other (specify) | | |
| | c. _ <u>x</u> | Skills Verbal/Communication Analytical Physical | <u>x</u> | Written Laboratory Other (specify) | | |
| | D. X X | Other Assignments Field Trips Meetings Special Films and TV Programs Other (specify) | <u>x</u> _x | Lectures Readings Library/LRC | | |
| | INST X X X X X | Lecture Lecture/Laboratory Demonstration One-on-One Conference Work Experience Audio Visual Field Experience Small Group Discussions Other (specify): | _ <u>x</u> | Lecture/Discussion Laboratory Seminar Oral Drills Computer Interactive Assignment Guest Speakers Independent/Directed Studies | | |
| • | Multi | ATION METHODS: ple methods must be used to stent with the course objec | o determin | e the student's final grade which are ntent and scope of the course. | | |
| | <u>x</u> | Standardized Tests Observation Record of Student Performance Essays/Essay Tests Quizzes, Unit Tests, Midterms Laboratory Reports | | Criterion Reference Tests Homework Written Compositions Oral Presentations | | |
| | <u>x</u> | Term Papers, Projects, Reports Problem-Solving Exercises Other (specify): | <u> X</u> | Class Participation Skills Demonstrations Final Exams | | |



21. COURSE CONTENT:

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated

7 Hours

3 Hours

2 Hours

1 Hour

3 Hours

1 Hour

1 Hour

Topic or Activity

MODULE 4: CHILD/ADULT CAREGIVING

Human Development/Lifespan Focus

Overview Human Development

Aspects and Issues of Aging

Psychosocial Impacts and Issues of Caregiving

Physical Fitness/Recreational Activities

Diversity/Social Emotional Issues

Client Assessment

Field Trip



Intergenerational Caregiving Certificate

| F&CS 39 - | Intergenerational Care Provider Core Course | 5 units |
|-----------------------------|--|-------------|
| FSM -101 | Food Production | 4 units |
| F&CS 38 - and/or | In-home Elder Care (2 Units) | |
| CD 60 | In-home Child Care (3 Units) | 2/3 units |
| CO-OP-931 | Work experience in elder Care and/or child care facilities | 3 units |
| F&CS 37 - and/or CD 1 | Training for Gerontological Services (3 units) Early childhood: Principles | |
| CDI | and Practices (3 units) | 3 units |
| F&CS 30 - | Family Relationships | 2 units |
| F&CS 70 - | Development of Community Projects (Issues and Trends) | 2 units |
| | Total Number of Units in Certificate | 21/22 units |



Practicum/Field Work



ASSOCIATE DEGREE CREDIT COURSE

| | LOS ANGELES COMMUNITY COLLEGE DISTRICT Division of Educational Services () Existing Office of Instructional Services Omit #'s | course |
|----|---|--|
| | PROPOSED NEW COURSE REQUEST (PNCR) | 11-14 |
| | (X) Proposed NEW Course () Proposed ADDITION of a District | Course |
| 1. | COLLEGE: Los Angeles Mission College | |
| 2. | COURSE INFORMATION: (Attach Course Outline) | |
| | SUBJECT CODE: 418 EFFECTIVE SEMESTER: | 3/94 |
| | Family & Consumer Studies SUBJECT TITLE (not to exceed 40 spaces) | 039 COURSE NUMBER |
| | Practicum COURSE TITLE (not to exceed 60 spaces) | 1 Units |
| 3. | PREREQUISITE: None REPEAT | ABILITY:O |
| 4. | HOURS PER WEEK: Lecture Laboratory Cother (specify) 3 hours fieldwork. Total Hours Per Week 3 | |
| 5. | DESCRIPTION: (As it is to appear in the college catalog an Action. Limit to 40 words) | d Board of Trustee |
| | This module will equip participants with practical work experience in providing understanding, appreciation, and respect for work environ | the caregiving fiel |
| 6. | ARTICULATION: It is recommended that this course be articulated as () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleges (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation (A. Communication/Critical Thinking () B. Science and Math () C. F. D. Social Sciences () E. Lifelong Understanding/Self Development () | (Baccalaureate) |
| 7. | | |
| | Labor trends indicate there is an inadequate supply of caregivers. agencies have identified extreme needs. | Community and stat |
| 8. | MULTIPLE COURSE INDEX STATUS: (cross reference) Should this equivalent in content to existing District courses? Yes () No (X) | course be listed a If yes, list courses |
| | Ma My - 38 4/1/44 AM/1- | 1/11/0 |
| | Department/Cluster Chair Date Curriculum Committe | e Chair Date |

ERIC

| 9. | EDUCATIONAL PROGRAM STATUS: (List the educational programs in whic | h course will appear.) |
|-------|---|--|
| | TOP CODE PROGRAM TIME + PROGRAM PROTESS | DISTRICT APPROVAL STATUS AT COLLEGE |
| | TOP CODE PROGRAM TITLE *PROGRAM DESIGNATION +DEGREE OBJECTIVE | APPROVED PROPOSED |
| | 1304.00 Family & Consumer Studies 1 1/2 | x_ |
| 10. * | * COURSE RELATIONSHIP TO PROGRAM: | |
| | OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated proposed or existing occupational program, attach a copy of the placement of the course in the sequence of learning as it will appropriate the course in the sequence of learning as it will appropriate the course in the sequence of learning as it will appropriate the course in the sequence of learning as it will appropriate the course in the sequence of learning as it will appropriate the course is designated to the course in the course is designated to the course | as a requirement of a program showing the pear in the catalog. |
| В. | | |
| c. | GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREF Will this course college as a meeting of the general education requirements for grayes () No (X). If yes, please indicate which requirement A. Natural Science (), B. Social and Behavioral Sciences (), C. Language and Rationality: 1. English Composition () 2. (Analytical Thinking (), E. Health and Physical Education (). | iduation? (Areas): |
| ٥. | | a general education towards the completion |
| Ε. | CONTINUING EDUCATION: () If the course is designed to meet a contact a description of the need. | inuing education need |
| 11. | ESTIMATED AVERAGE ENROLLMENT PER SECTION: lst yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25 | |
| 12. | COORDINATION: (List names and titles of persons contacted at other this course). | colleges in regard to |
| | NAME TITLE | |
| | Ruby Trous Specialist in Health State Chancellor's | Office |
| | Professor of Home Economics Cal. Poly, Pomona | |
| 13. | INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE: a. By Additional Funds () Describe. S | |
| • | b. By deleting sections of existing courses () | |
| | SUBJECT TITLE COURGE NUMBER | OF SECTIONS TO ETED 1ST YEAR |
| | c. By Special Funds () (detail on supplemental sheet and indicate, or Other). | ate Federal, |
| | d. Other (X)Alternating with F&CS S Classes. S TOTAL FUNDS AVAILABLE S | |
| 14. | If the course is an existing District course attach a copy of the exdescription(s) that were used as a model for this course. *1. Occupational, 2. Non-Occupational (Academic Transfer, Developmental) +1. Associate, 2. Certificate, 3. Apprentice ** A sequence of learning showing the course/program relations each new course and add submittal form. | General Education, |

| 15. <u>TEXTBOOK(S)</u> including t | t List all publications, no-print media, software, recommended readings hose materials to be put in the Library/LRC. |
|--|---|
| Author blisher | Title No text required for practicum. Edition |
| <u>Author</u> <u>Publisher</u> | <u>Title</u> <u>Edition</u> |
| Author Publisher | Title Edition |
| Author Publisher | Title Edition |
| Handouts wil | ges if required) * Refer to syllabus for current textbook. dia, software and recommended readings: 1 be submitted before each topic. t prepared especially for this class is attached. |
| | |
| 16. <u>SUPPLIES:</u> List this course: | st materials and supplies that students are required to purchase or use for |
| Pencils and r | otebooks |
| ` | |



17. <u>COURSE OBJECTIVES:</u> Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 5: Practicum

Write, plan, coordinate and accomplish measurable work objectives on the job site; compare and evaluate his/her own place in the employing institution and in society; analyze and evaluate pathways toward upward mobility within the work organization; analyze and identify changes occurring in their work environment and the world of work; analyze their personal career objectives; analyze and evaluate proper job search techniques; develop understanding, appreciation and respect for work and the work ethic; and explore their aptitudes, interests, and values as these personal traits.



18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:

| | A. | Written Assignments | | |
|-----|---------------------------------------|---|---------------|--|
| | x | Essay(s) | | |
| | $\frac{x}{x}$ | Journals/Logs | | Summaries/Abstracts |
| | | Research Project/Paper | <u>x</u> | Term paper(s) |
| | | Other (specify) | | Report(s) |
| | | | | |
| | В. | Symbol Systems | | |
| | | Logic | | Music . |
| | | Computation | | Projects |
| | | Drafting/Graphics | | Other (specify) |
| | | | | |
| | c. | <u>Skills</u> | | · |
| | <u> </u> | Verbal/Communication | v | Paral Ann |
| | | Analytical | <u>_X</u> | Written Laboratory |
| | | Physical | | Other (specify) |
| | | | | (opeotif) |
| | D. | Other Assignments | | |
| | | | | |
| | | Field Trips Meetings | <u>x</u> | Lectures |
| | $\overline{\mathbf{x}}$ | Special Films and | - | Readings |
| | | TV Programs | v | 7 (1 |
| | | Other (specify) | <u> </u> | Library/LRC |
| | | | | |
| 19. | INST | RUCTIONAL MODES: | | • |
| | | | | |
| | | Lecture | _X_ | Lecture/Discussion |
| | X | Lecture/Laboratory Demonstration | | Laboratory |
| | X | One-on-One Conference | | Seminar · |
| | | Work Experience | | Oral Drills |
| | X X X X X X X X X X | Audio Visual | X | Computer Interactive Assignment Guest Speakers |
| | | Field Experience Small Group Discussions | | Independent/Directed Studies |
| | | Other (specify): | | , 23300 |
| | | | | |
| 20. | EVAT. | JATION METHODS: | | |
| | | _ | | |
| | Multi | ple methods must be used to de | etermin | e the student's final grade which are |
| | consi | stent with the course objective | 'es, co | e the student's final grade which are ntent and scope of the course. |
| | <u>x</u> | Standardized Tests | | |
| | _X_ | Observation Record of | | Criterion Reference Tests Homework |
| | | Student Performance Essays/Essay Tests | | · |
| | | Quizzes, Unit Tests. | _X_ | Written Compositions |
| | | Midterms | x | Oral Presentations |
| | | Laboratory Reports | <u>X</u> X | Class Participation |
| | | Term Papers, Projects, Reports | | |
| | <u>_X_</u> | Problem-Solving | <u> </u> | Skills Demonstrations |
| _ | | Exercises | | Final Exams |
| | | Other (specify): | | |
| | | | | |



21. COURSE CONTENT:

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or <u>days)</u>

Time Allocated

54 Hours

Topic or Activity

MODULE 5: CHILD/ADULT CAREGIVING

The Practicum includes:

1) Determining job interest and placement
2) Field experience
3) Individual discussion of work experience

4) Final assessment, evaluation, certificate of completion



114

Intergenerational Caregiving Certificate

| F&CS 39 - | Intergenerational Care Provider Core Course | 5 units |
|-----------------------------|--|-------------|
| FSM -101 | Food Production | 4 units |
| F&CS 38 - and/or | In-home Elder Care (2 Units) | |
| CD 60 | In-home Child Care (3 Units) | 2/3 units |
| CO-OP-931 | Work experience in elder Care and/or child care facilities | 3 units |
| F&CS 37 - and/or CD 1 | Training for Gerontological Services (3 units) Early childhood: Principles | |
| | and Practices (3 units) | 3 units |
| F&CS 30 - | Family Relationships | 2 units |
| F&CS 70 - | Development of Community Projects (Issues and Trends) | 2 units |
| | Total Number of Units in Certificate | 21/22 units |



CPR/First Aid



ASSOCIATE DEGREE CREDIT COURSE

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Services
Office of Instructional Services
PROPOSED NEW COURSE REQUEST (PNCR)

() Existing course Omit #'s 11-14

| | PROPOSED NEW COURSE REQUEST (PNCR) | |
|----|--|---|
| | (X) Proposed NEW Course () Proposed ADDITION of a Distric | t Course |
| 1. | COLLEGE: Los Angeles Mission College | |
| 2. | COURSE INFORMATION: (Attach Course Outline) | |
| | SUBJECT CODE: 418 EFFECTIVE SEMESTER: | 3/94 |
| | Family & Consumer Studies SUBJECT TITLE (not to exceed 40 spaces) | 039 COURSE NUMBER |
| | CPR/First Aid/Safety & Wellness COURSE TITLE (not to exceed 60 spaces) | |
| | COURSE TITLE (not to exceed 60 spaces) | Units |
| 3. | PREREQUISITE: None REPE | ATABILITY: 0 |
| 4. | HOURS PER WEEK: Lecture Laboratory 2 , Other (specify) Total Hours Per Week 2 | |
| 5. | DESCRIPTION: (As it is to appear in the college catalog Action. Limit to 40 words) | |
| | This module provides instruction in first aid and infant, child Certification is granted to perform CPR and first aid upon succe material. | , adult CPR techniques. ssful completion of the |
| 6. | ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleg (X) Occupational () Prerequisite/Developmental | es (Baccalaureate) |
| | A. Communication/Critical Thinking () B. Science and Math () CD. Social Sciences () E. Lifelong Understanding/Self Developmen | <pre>. Humanities () t ()</pre> |
| 7. | RATIONALE FOR OFFERING THIS COURSE: For new course, this statemen of Trustees action. (Not to exceed 25 words.) | t will be used for Board |
| | Labor trends indicate there is an inadequate supply of caregiver agencies have identified extreme needs. | s. Community and state |
| 8. | MULTIPLE COURSE INDEX STATUS: (cross reference) Should this equivalent in content to existing District courses? Yes () No (| s course be listed as K) If yes, list courses. |

Department/Cluster Chair Date Curriculum Committee Chair Date

ice President, Academic Affairs Date

College President

4/11/94

Date

| 9. | EDUCATIONAL PROGRAM STATUS: (List the educational programs in which | h course will appear.) |
|------|--|--|
| | TOP CODE PROGRAM TITLE *PROGRAM DESIGNATION +DEGREE OBJECTIVE | DISTRICT APPROVAL STATUS AT COLLEGE |
| | | APPROVED PROPOS |
| | 1304.00 Family & Consumer Studies 1 1/2 | X |
| 10 + | A COURCE BETAMIONOUID TO TOTAL | |
| Α. | * COURSE RELATIONSHIP TO PROGRAM: OCCUPATIONAL PROGRAM REQUIREMENT: (X) If the course is designated proposed or existing occupational program, attach a copy of the placement of the course in the sequence of learning as it will appropriate the course in the sequence of the course is designated to the course in the sequence of the course is designated to the course in the sequence of the course is designated to the course in the sequence of the course is designated to the course is design | as a requirement of a e program showing the pear in the catalog. |
| в. | OCCUPATIONAL PROGRAM ELECTIVE: () If the course is designed as proposed or existing occupational program, attach a list of the other program. | |
| c. | GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE: Will this course college as a meeting of the general education requirements for grayes () No (X). If yes, please indicate which requirement A. Natural Science (), B. Social and Behavioral Sciences (), C. Language and Rationality: 1. English Composition () 2. Analytical Thinking (), E. Health and Physical Education (). | aduation? (Areas): |
| D. | OTHER BACCALAUREATE LEVEL COURSE: () This course does not mee graduation or occupational program requirement but will be accepted of the transfer program(s) listed in item no. 9. | t a general education towards the completion |
| Ε. | CONTINUING EDUCATION: () If the course is designed to meet a contattach a description of the need. | tinuing education need |
| 11. | ESTIMATED AVERAGE ENROLLMENT PER SECTION: 1st yr. 25 2nd yr. 25 3rd yr. 25 4th yr. 25 5th yr. 25 | |
| 12. | COORDINATION: (List names and titles of persons contacted at other this course). | colleges in regard to |
| | NAME TITLE | 3E |
| | Barbara Whitney Specialist in Health State Chancellor's | B Office |
| | Ruby Trow Professor of Home Economics Cal. Poly, Pomona | |
| 13. | INDICATE HOW THE COLLEGE PLANS TO SUPPORT THE PROPOSED COURSE: a. By Additional Funds () Describe. S | |
| | b. By deleting sections of existing courses () | |
| | SUBJECT TITLE COURSE NUMBER BE DE | R OF SECTIONS TO LETED 1ST YEAR |
| | c. By Special Funds () (detail on supplemental sheet and indistate, or Other). | cate Federal, |
| | d. Other (X)Alternating with F&CS S S S TOTAL FUNDS AVAILABLE S | |
| 14. | If the course is an existing District course attach a copy of the edescription(s) that were used as a model for this course. *1. Occupational, 2. Non-Occupational (Academic Transfer, Developmental) +1. Associate, 2. Certificate, 3. Apprentice ** A sequence of learning showing the course/program relation each new course and add submittal form. | General Education, |

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| 15. <u>TEXTBOOK(S):</u> List all publ including those materials to | ications, no be put in t | p-print media, software he Library/LRC. | e, recommended | readings |
|--|--------------------------|--|----------------|-----------|
| hthor American Red Cross | <u>Title</u> | CPR/First Aid | | |
| Publisher | Edition | | | |
| Author | <u>Title</u> | | | |
| Publisher | Edition | | | |
| Author | <u>Title</u> | | بم | |
| Publisher | Edition | | , | • |
| <u>Author</u> | <u>Title</u> | · | | |
| Publisher | Edition Edition | | | |
| | | | | • |
| (Use additional pages if required) | * Refer to | syllabus for current te | extbook. | |
| Non-print media, software ar | nd recommende | d readings: | ` | |
| Handouts will be submitted h | pefore each t | opic. | | |
| Separate list prepared espec | cially for th | is class is attached. | | |
| 6 ————— | | | | |
| | <u> </u> | | | |
| | | | | |
| | | | | |
| | | | | |
| 16. <u>SUPPLIES:</u> List materials and this course: | d supplies th | at students are require | ed to purchase | or use fo |
| Pencils and notebooks | | | | |
| | | | | |
| | | | | |
| | | | | |



17. COURSE OBJECTIVES: Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 2: CPR/First Aid/Safety/Wellness

Demonstrate correct CPR techniques for children and adults and become certified to perform CPR upon successful completion of this module;

demonstrate first aid procedures for cuts, burns, and choking incidents;

describe safety measures to prevent injuries to adults and children;

describe procedures for assisting adults and children with medications and documentation according to Title 22, Division 6, Section 875; and

identify and analyze personal care procedures.



18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:

| amp) | A. | Written Assignments | | |
|------|-------------------|---|--------------------|---|
| | <u>X</u> <u>X</u> | Essay(s) Journals/Logs Research Project/Paper Other (specify) | <u>x</u> | Summaries/Abstracts Term paper(s) Report(s) |
| | в. | Symbol Systems | | |
| | | Logic Computation Drafting/Graphics | | Music Projects Other (specify) |
| | c. | <u>Skills</u> | | |
| | <u>×</u> | Verbal/Communication Analytical Physical | <u>x</u> | Written Laboratory Other (specify) |
| | D. | Other Assignments | | |
| | <u></u> | Field Trips Meetings Special Films and TV Programs | <u>x</u> _x | Lectures Readings Library/LRC |
| | | Other (specify) | | DIDIALY/LKC |
| 19. | INSTR | UCTIONAL MODES: | | |
| | X | Lecture Lecture/Laboratory Demonstration One-on-One Conference Work Experience Audio Visual Field Experience Small Group Discussions Other (specify): | <u>x</u> <u>x</u> | Lecture/Discussion Laboratory Seminar Oral Drills Computer Interactive Assignment Guest Speakers Independent/Directed Studies |
| 20. | EVALU | ATION METHODS: | | |
| | Multi consi | ple methods must be used to de stent with the course objectiv | etermin /es, co | e the student's final grade which are ntent and scope of the course. |
| | <u>x</u> | Standardized Tests Observation Record of Student Performance | \overline{X} | Criterion Reference Tests Homework |
| • | | Essays/Essay Tests Quizzes, Unit Tests, Midterms | _X_ | • |
| Æ. | | Laboratory Reports Term Papers, Projects, | <u>x</u> | Oral Presentations Class Participation |
| | _X_ | Reports Problem-Solving Exercises | <u>X</u> | Skills Demonstrations Final Exams |
| | | Other (specify): | | |



21. COURSE CONTENT:

Please outline by topic or activity and include time schrdule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated

24 Hours

12 Hours

Topic or Activity

MODULE 2:

CPR/First Aid/Safety and Wellness

Certification Infant/Child/Adult CPR & First Aid

Safety, Wellness, Medications, Personal Care





Intergenerational Caregiving Certificate

| F&CS 39 - | Intergenerational Care Provider Core Course | 5 units |
|-----------------------------|--|-------------|
| FSM -101 | Food Production | 4 units |
| F&CS 38 - and/or | In-home Elder Care (2 Units) | |
| CD 60 | In-home Child Care (3 Units) | 2/3 units |
| CO-OP-931 | Work experience in elder Care and/or child care facilities | 3 units |
| F&CS 37 - and/or CD 1 | Training for Gerontological Services (3 units) Early childhood: Principles | |
| | and Practices (3 units) | 3 units |
| F&CS 30 - | Family Relationships | 2 units |
| F&CS 70 - | Development of Community Projects (Issues and Trends) | 2 units |
| | Total Number of Units in Certificate | 21/22 units |



Business of Caregiving



ASSOCIATE DEGREE CREDIT COURSE

| LOS ANGELES COMMUNITY COLLEGE DISTRICT Division of Educational Services () Existi Office of Instructional Services Omit # | ing course |
|--|--|
| PROPOSED NEW COURSE REQUEST (PNCR) | |
| (X) Proposed NEW Course () Proposed ADDITION of a Distric | ct Course |
| COLLEGE: Los Angeles Mission College | |
| COURSE INFORMATION: (Attach Course Outline) | |
| SUBJECT CODE: 418 EFFECTIVE SEMESTER: | 3/94 |
| Family & Consumer Studies | 039 |
| SUBJECT TITLE (not to exceed 40 spac.s) | COURSE NUMBER |
| Business of Caregiving | 1 |
| COURSE TITLE (not to exceed 60 spaces) | Units |
| PREREQUISITE: None REPR | EATABILITY: 0 |
| | |
| HOURS PER WEEK: Lecture 1 , Laboratory Total Hours Per Week | 1 |
| DESCRIPTION: (AS IC 18 TO ADDEAR IN the college catalog | |
| DESCRIPTION: (As it is to appear in the college catalog Action. Limit to 40 words) This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. | a legal apports of |
| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Collect (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () | g legal aspects, ethindustry. Communicate as: ges (Baccalaureate) n (Areas): |
| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Collect (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation | g legal aspects, ethindustry. Communicate as: ges (Baccalaureate) n (Areas): C. Humanities () nt () |
| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleg (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () CD. Social Sciences () E. Lifelong Understanding/Self Developmental RATIONALE FOR OFFERING THIS COURSE: For new course, this statement | g legal aspects, ethindustry. Communicated as: ges (Baccalaureate) n (Areas): C. Humanities () nt () nt will be used for the second as t |
| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleg (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () (D. Social Sciences () E. Lifelong Understanding/Self Development () Trustees action. (Not to exceed 25 words.) Labor trends indicate there is an inadequate supply of caregivents. | g legal aspects, ethindustry. Communication as: ges (Baccalaureate) n (Areas): C. Humanities () nt () nt will be used for a |
| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleg (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () (D. Social Sciences () E. Lifelong Understanding/Self Development () Trustees action. (Not to exceed 25 words.) Labor trends indicate there is an inadequate supply of caregives agencies have identified extreme needs. | g legal aspects, ethindustry. Communication as: ges (Baccalaureate) n (Areas): C. Humanities () nt () nt will be used for a |
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| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleg (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () (D. Social Sciences () E. Lifelong Understanding/Self Development () Trustees action. (Not to exceed 25 words.) Labor trends indicate there is an inadequate supply of caregives agencies have identified extreme needs. | g legal aspects, ethindustry. Communication as: ges (Baccalaureate) n (Areas): C. Humanities () nt () nt will be used for a |
| This module presents an overview of career opportunities includin issues, employability skills, and regulations in the caregiving and report writing skills are emphasized. ARTICULATION: It is recommended that this course be articulated () Acceptable for credit, University of California (X) Acceptable for credit, California State University & Colleg (X) Occupational () Prerequisite/Developmental Request for General Education Transfer Certification Designation A. Communication/Critical Thinking () B. Science and Math () (D. Social Sciences () E. Lifelong Understanding/Self Development () Trustees action. (Not to exceed 25 words.) Labor trends indicate there is an inadequate supply of caregives agencies have identified extreme needs. | g legal aspects, ethindustry. Communication as: ges (Baccalaureate) n (Areas): C. Humanities () nt () nt will be used for a |

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| • | | T ROOM | STATOS: (LIS | che educat | ional program | ns in which | course wi | ll appear.) |
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| | TOP CODE | PROGRAM TI | TLE *PROGR | <u>AM DESIGNATI</u> | ON +DEGREE C | DBJECTIVE | STATUS AT APPROVED | PROPOSE |
| | 1304.00 F | amily & Con | sumer Studio | es <u>1</u> | 1/2 | | | |
| .0. * A. | OCCUPATIO proposed | NAL PROGRAM or existin | g occupation | F: (X) If th | e course is d attach a co learning as i | ony of the | | -Aracidana Atri |
| В. | OCCUPATIO | NAL PROGRAM | ELECTIVE: | () If the | course is de ttach a list o | esianed se | an electi | |
| c. | Yes () A. Natur D. Langu | No (X). Ral Science lage and Rat | If yes, (), B. Solionality: 1 | eral educati please indi cial and Beh . English C | DEGREE: Will on requirement cate which reavioral Scient composition (sical Education) | nts for gra equirement nces (), (| aduation? (Areas): | · i o g /) |
| D. | graduatio | n or occupa | tional progr | SE: () Thi am requireme ed in item n | s course does nt but will be o. 9. | s not meed e accepted | t a genera towards the | l education completion |
| E. | CONTINUIN attach a | G EDUCATION description | of the nee | e course is | designed to m | meet a cont | tinuing edu | cation need |
| .1. | ESTIMATED | AVERAGE EN 25 2nd yr. | ROLLMENT PE 25 3rd y | R SECTION: r. 25 4th y | r. <u>25</u> 5th yr. | · <u>25</u> | | |
| 2. | COORDINAT | CION: (List se). | names and to | itles of per | sons contacte | d at other | collages : | in regard to |
| | NAM | | T. | ITLE | | COLLE | | |
| | Ruby Trow | inteney S | specialist i Professor of | n Health Home Econom | State C ics Cal. Po | Chancellor olv. Pomon | 's Office | |
| 13. | | | LEGE PLANS Funds () | | HE PROPOSED (| COURSE: | | |
| | b. By | deleting se | ections of e | xisting cour | | | | |
| | SUBJECT T | CITLE | COURSE | NUMBER | | | R OF SECTION LETED 1ST | |
| | c. By Sta | Special Fur | nds () (det er). | ail on suppl | emental sheet | t and indi | cate Feder | al, |
| | d. Oth | <u>class</u> | nating with ses. DTAL FUNDS A | | \$ \$ \$ | | | |
| .4. | *1. Occ Dev +1. Ass ** A s | cupational, velopmental; sociate, 2. sequence of | 2. Non- Certificate learning sh | -Occupationa . 3. Apprent | ourse/progra | Transfer | , General | Education |

| 15. | TEXTBOOK(S): List including those r | t all public materials to | cations, no- be put in th | print media e Library/LRO | , software, | recommended | readings |
|--------|--|------------------------------|------------------------------|------------------------------|-------------|---------------|-------------|
| thor | Julie Ruela Frankie Whi | | <u>Title</u> | Business of | Caregiveing | | |
| Publis | | LLE | Edition | Current | | | |
| Author | : | | Title | | | | y · |
| Publis | her | | Edition | | | | · |
| Author | <u>:</u> | | <u>Title</u> | | | ~ | |
| Publis | <u>sher</u> | | Edition | | | | |
| Author | : | | Title | | | | |
| Publis | sher | | Edition | | f | • | |
| | Handouts will be Separate list pre | | | | ttached. | | |
| 16. | SUPPLIES: List mathis course: Pencils and note: | | supplies tha | t students a | re required | to purchase (| or use for |
| | | | | | | | |
| | | | <u> </u> | | | | |
| | | | | | | | |
| | | | | | | | |



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17. <u>COURSE OBJECTIVES:</u> Be sure to include how critical thinking skills will be developed.

As a result of completing this course, students will be able to:

MODULE 3: Business of Caregiving

Develop a detailed job description for a specific occupation including prerequisites, legal aspects, ethical issues and employer/employee responsibilities;

identify essential personal, academic and performance skills required for a chosen

plan a personal development program to gain employability skills and enhance self-

demonstrate identified performance outcomes for career growth and advancement; familiarize themselves with regulations governing caregivers work; and develop communication and report writing skills.



18. ASSIGNMENTS THAT DEVELOP CRITICAL THINKING:

| | Α. | Written Assignments | | |
|-----|----------------|---|----------------------------|---|
| | <u>X</u> | Essay(s) Journals/Logs Research Project/Paper Other (specify) | <u>x</u> | Summaries/Abstracts Term paper(s) Report(s) |
| | В. | Symbol Systems | | |
| | | Logic Computation Drafting/Graphics | | Music Projects Other (specify) |
| | c. | Skills | | |
| | <u>x</u> | Verbal/Communication Analytical Physical | <u>x</u> | Written Laboratory Other (specify) |
| | D. | Other Assignments | | |
| | <u>x</u> | Field Trips Meetings Special Films and | <u>x</u> | Lectures Readings |
| | | TV Programs Other (specify) | _ <u>x</u> _ | Library/LRC |
| 19. | INSTR | UCTIONAL MODES: | | |
| | X | Lecture Lecture/Laboratory Demonstration One-on-One Conference Work Experience Audio Visual Field Experience Small Group Discussions Other (specify): | <u>x</u> <u>x</u> <u>x</u> | Lecture/Discussion Laboratory Seminar Oral Drills Computer Interactive Assignment Guest Speakers Independent/Directed Studies |
| 20. | EVALU | ATION METHODS: | | |
| | Multi consi | ple methods must be used to de stent with the course objectiv | termin es, co | e the student's final grade which are ntent and scope of the course. |
| | X | Standardized Tests Observation Record of Student Performance | | Criterion Reference Tests Homework |
| | | Essays/Essay Tests Quizzes, Unit Tests, Midterms | _ <u>X_</u> | Written Compositions Oral Presentations |
| | | Laboratory Reports Term Papers, Projects, | _X_ | Class Participation |
| | <u> X</u> | Reports Problem-Solving Exercises | <u>x</u> | Skills Demonstrations Final Exams |
| | | Other (specify): | | 2.0 |



21. COURSE CONTENT:

Please outline by topic or activity and include time schedule (hours/weeks).

Total Time 18 weeks (or days)

Time Allocated

Topic or Activity

| | MODULE 3: |
|---------|---|
| | Business of Caregiving |
| 3 Hours | Career Planning/Personal Development |
| 3 Hours | Legal Issues/Rules & Regulations/Ethics/Insurance |
| 2 Hours | Client, Employer/Employee Rights/Responsibilities |
| 1 Hour | Work Performance Standard/Grooming/Interview |
| 4 Hours | Communication Skills/Report Writing/Charting |
| 3 Hours | Decision Making/Problem Solving/Time Munagement |
| 1 Hour | Interview Process |
| 1 Hour | Field Trip |



Intergenerational Caregiving Certificate

| F&CS 39 - | Intergenerational Care Provider Core Course | 5 units |
|-----------------------------|--|-------------|
| FSM -101 | Food Production | 4 units |
| F&CS 38 - and/or | In-home Elder Care (2 Units) | |
| CD 60 | In-home Child Care (3 Units) | 2/3 units |
| CO-OP-931 | Work experience in elder Care and/or child care facilities | 3 units |
| F&CS 37 - and/or CD 1 | Training for Gerontological Services (3 units) Early childhood: Principles | |
| | and Practices (3 units) | 3 units |
| F&CS 30 - | Family Relationships | 2 units |
| F&CS 70 - | Development of Community Projects (Issues and Trends) | 2 units |
| | Total Number of Units in Certificate | 21/22 units |



Appendix C

Secretary's Commission on Achieving Necessary Skills (SCANS)



Workplace Know-How

The know-how identified by SCANS is made up of five competencies and a

Competencies – effective workers can productively use:

three-part foundation of skills and personal qualities that are needed for solid job performance.

Resources – allocating time, money, materials, space and staff.

interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds.

Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information.

Systems – understanding social, organizational and technological, systems, monitoring and correcting performance and designing or improving systems.

Technology – selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies.

The Foundation – competence requires:

Basic Skills – reading, writing, arithmetic and mathematics, speaking and listening.

Thinking Skills – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning.

Personal Qualities – individual responsibility, self-esteem, sociability, self-management and integrity.

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FIGURE 1: SCANS ANALYSIS

A THREE-PART FOUNDATION

Basic Skills Reads, writes, performs arithmene and mathematical operations, listens and speaks

- A Reading locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B Writing communications thoughts, ideas, information, and messages in writing; and creates documents such as letters. directions, manuals, reports, graphs, and flow charts
- C Arithmetic/Mathematics performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A Creative Thinking generates new ideas
- B Decision Making specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C Problem Solving recognizes problems and devises and implements plan of acnon
- D Seeing Things in the Mind's Eve organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn uses efficient learning techniques to acquire and apply new knowledge and skills
- Reasoning discovers a rule or principle underlying the relationship between two or more objects and applies it whe solving a problem

Personal Qualities. Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A Responsibility exerts a high level of effort and perseveres towards goal attainment
- Self-Esteem believes in own self-worth and maintains a positive view of self
- Sociability demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D Self Management assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E Integrity/Honesty chooses ethical courses of action

FIVE COMPETENCIES

Resources Identifies, organizes, plans, and allocates resources

- Time Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- Money Uses or prepares budgets, makes forecasts, keep records, and makes adjustments to meet objectives В
- Material and Facilities Acquires, stores, allocates, and uses materials or space efficiently
- Human Resources Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal. Works with others

- Participates as Member of a Team contributes to group effort
- Teaches Others New Skills
- Serves Clients/Customers works to satisfy customers' expectations
- Exercises Leadership communicates ideas to justify position, persuades and convinces others, responsibly challenges D existing procedures and policies
- Negotiales works toward agreements involving exchange of resources, resolves divergent interests Ε
- Works with Diversity works well with men and women from diverse backgrounds

Information Acquires and uses information

- Acquires and Evaluates Information
- Organizes and Maintains Information В
- Interprets and Communicates Information C.
- Uses Computers to Process Information D

Systems Understands complex inter-relationships

- Understands Systems knows now social, organizational, and technological systems work and operates effectively with them
- Monitors and Corrects Performance distinguishes trends, predicts impacts on system operations, diagnoses deviations in В systems' performance and corrects malfunctions
- Improves or Designs Systems suggests modifications to existing systems and develops new or alternative systems to improve C. performance

Technology Works with a variety of technologies

- Selects Technology chooses procedures, tools, or equipment including computers and related technologies
- Applies Technology to Task Understands overall intent and proper procedures for setup and operation of equipmen:
- Maintains and Troubleshoots Equipment Prevents, identifies, or solves problems with equipment, including computers and other technologies

BEST COPY AVAILABLE

Appendix D

Examples of Questionnaires



Dear Care Provider:

Los Angeles Mission College is once again in the forefront of developing curriculum to meet the needs of our community. We have received a grant from the Chancellor's Office of the California Community College District to develop a Lifespan/Life Management Interdisciplinary Caregiver curriculum. Our training program will include an intergenerational caregiver certificate which will have a minimum of 1° hours of college course work. Students completing this certificate will form a pool of qualified potential employees to staff your facility. It is important to hear from local care providers that will be employing our students. Please complete the questionnaire on the reverse side, detach and mail today! (No postage or envelope necessary)

Sincerely,

Sandi Lampert Project Director (818) 364-7696



NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

POSTAGE WILL BE PAID BY ADDRESSEE



Los Angeles Mission College

Business and Professional Development Center 13356 Eldridge Ave. Sylmar, CA 91342-3244

Attn: Gayle Brosseau

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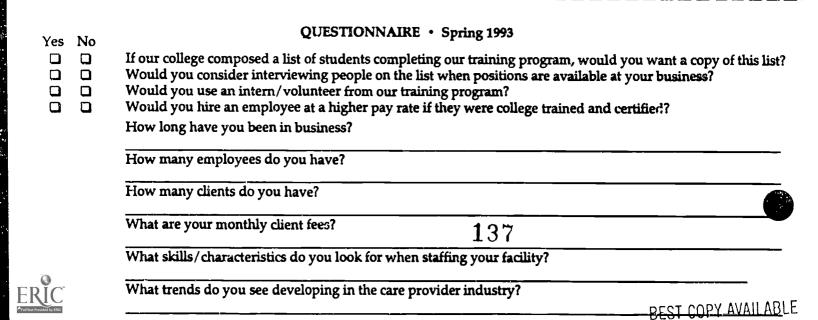
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Los Angeles Mission College

Business and Professional Development Center 13356 Eldridge Ave. Sylmar, CA 91342 Non-Profit Organization U.S. Postage PAID San Fernando, California Permit No. 281



Appendix E

Forms



PRESSRELEASE

<Cempany> ● <Adéress> ● <City, State Zip> ● <Telephone> ● fax: <fax>

For Immediate Release

Date:

December 9, 1993

Contact:

<Name>

Phone:

<Telephone>

Fax:

<Fax>

[Title of press release]

[City and state of origin]—



Objective Planning Form College_

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| | | | | | |
|-------------------|-----------------------------|--|--|--------------------|--|
| | Evaluation | | | | ::: Leadership ::: Team Building ::: Analytical Skills |
| | Outcomes | | | | ::: Self-Esteem::: Goal Setting::: Applying Technology::: Time Management |
| | Resources | | | | :: Learning to Learn ::: Problem Solving ::: Thinking Creatively ::: Interpersonal Skills |
| | Learning Styles/Strategies | | | | Computation Adaptability Decision Making Negotiating |
| Objective: | Il Instructional Activities | | | Transition Skills: | :: Reading :: Speaking :: Writing :: Listening |

Student Data/Evaluation





Intergenerational Care Provider Student Information Sheet

| Name | Date | |
|--|-------------------|----|
| Home Address | | |
| Mailing Address | | |
| | | |
| Phone Number Home | Work | |
| Telephone Number where a message can be left | | |
| In case of an emergency notify | | |
| Relationship | Phone | |
| Address | | |
| Are you Currently employed? | _ Yes No | |
| If so, where? | | |
| Address | | |
| | | |
| Do You have a valid California Driver's License? | Yes | No |
| Do you have a current negative TB Clearance? | Yes | No |
| did you hear about the Intergenerational Caregiver | Training Classes? | |





Intergenerational Care Provider Training Student Demographic Data

The following information is optional --you are not required to answer the questions--however, this information will help us collect data on our success in reaching students who need this training. This information is confidential please do not put you name on this form. Please put an "X" in the box under each category that applies to you.

| GENDER | ETHNICITY | FAMILY INCOME |
|-----------------|-------------------|-------------------------------------|
| Male | Asian | \$15,000 per year or less |
| Female | Black | \$16,000 to \$25,000 per year |
| | Caucasian | \$26,000 or more per year |
| | Hispanic | |
| | Pacific Islander | |
| | Other | |
| PHYSICAL LIMITA | TIONS | NUMBER OF PEOPLE LIVING IN HOME |
| Seeing | | BESIDES YOURSELF 0 - 17 years old |
| Lifting | | 18 - 25 years old |
| Hearing | | 25 - 35 years old |
| | | 36 - 50 years old |
| | | 50+ years old |
| YOUR AGE BRACE | KET | • |
| 18 - 25 years | old What medicine | do you take regularly? |
| 26 - 35 years o | | |
| 36 - 50 years | - | nest grade you completed in school? |
| 50 - 30 years | <u></u> | 144 |
| .50+ years old | What language | is spoken in your home? |
| | | |



Pre-Intergenerational Care Provider Core Course Questionnaire

| Name | | Date |
|---------|---|------|
| I. | What are your expectations of this course based on the course? | |
| II. | What do you think a caregiver does? | |
| III. | What talents are needed to be a good caregiver? | |
| IV. | What kind of place would you choose for your loved one if he/she needed care? | |
| V. | Describe the type of place where you would like to work? | · |
| VI. | What methods would you use if a child/elder exhibits inappropriate behavior? | |
| | | |
| | | |



Post-Intergenerational Care Provider Core Course Questionnaire

| Name | | Date |
|------|---|------|
| I. | Were your expectations of these classes met?Yes | |
| II. | What do you think a caregiver does? | |
| III. | What talents are needed to be a good caregiver? | |
| IV. | What kind of place would you choose for your loved one if he/she needed care? | |
| V. | Describe the type of place where you would like to work? | |
| VI. | What methods would you use if a child/elder exhibits inappropriate behavior? | |
| | 1/6 | |



Evaluation Form

Intergenerational Care Provider Training

| Evaluations are to be completed after each session. On a scale ach session. | of 1 (low) t | o 5 | (hig | gh) e | evalu |
|---|--------------|-----|------|-------|-------|
| | Lo | Low | | High | |
| I learned new skills, techniques or information | 1 | 2 | 3 | 4 | 5 |
| The instructor demonstrated knowledge of the subject. | 1 | 2 | 3 | 4 | 5 |
| The presentation was relevant to me. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this course. | 1 | 2 | 3 | 4 | 5 |
| | | _ | | | |
| | | | | | |
| General Comments: | | | | | |
| | | | | | |
| | | | | - | |



Certificate of Completion

Intergenerational Caregiver Course

This certifies that

has successfully completed 90 hours of training in

Intergenerational Caregiving which included:

Principles of Caregiving Business Aspects CPR, First Aid Human Development

Date

Coordinator, Intergenerational Program

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Child Care Practicum Worksheets



CHILD CARE PROVIDER PRACTICUM WORKSHEETS

These questions are to help you assess your place in the growing field of child care providers and to maximize your practicum experience. Take time to reflect on them and to answer them thoughtfully.

Before Practicum:

| I. | What are 2 things you would like to | learn when you visit a cl | hild care center? |
|----|-------------------------------------|---------------------------|-------------------|
| | 1 | | |

2.

II. List 2-3 personal strengths you have that make you a good candidate for being a child care provider?

1.

2.

3.

III. List 2 personal challenges that you would face in being a child care provider.

1.

2.

IV. What motivates you to explore the career field of child care?



During Practicum:

- I. How many people work at the child care center you are observing?
- II. List the names, titles, and write brief job descriptions for each person working at the child care center you are observing.

III. Is there a career ladder at this child care center? Is it possible for child care providers to advance to higher pay scales and/or higher positions at this child care center?

A. If the answer is yes:

l. What is required for qualifying for a higher pay scale?



2. What is required to advance to a higher position?

IV. What changes has this child care center made in the last five years? Are any of these changes the result of state or federal requirements?

V. What changes does this child care center plan in the next five years? Are any of these changes the result of state or federal requirements?



VI. What has been the greatest challenge to directing this child care center for the director?

VII. What has been the greatest reward from directing this child care center for the director?

VIII. What has been the greatest challenge for an assistant at this child care center?

IX. What has been the greatest reward for an assistant at this child care center?

X. What motivates these child care providers to stay involved in this career?

XI. What does the director of this child care center see as the 3 most important characteristics for being a child care provider?

After Practicum:

I. After reflecting on this experience what is your personal career goal?

II. What is your next step to reaching this goal?

III. What further plans are you making towards reaching this goal?

IV. What further training will you need?



| V. | How would you search for the job you want? |
|-----|--|
| | |
| | |
| | |
| | |
| VI. | After your practicum, do you think child care providers work harder and longer hours or easier and shorter hours than you thought before this experience? Why? |
| | |
| | |
| | • |

VII. What did you observe to be the rewards of this work?



VIII. List 10 characteristics, values, or skills that you think would define the ideal child care provider. On a scale from 1 to 10 with 1 representing your having very little to none of this characteristic, and 10 representing your having lots of this characteristic, where would you place yourself on these characteristics, values, or skills?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

IX. What did you learn about yourself from this scaling?

Write a summary of this experience. What do you want to be sure to remember about this experience? What did you learn about the career field of child care providers? What did you learn about children? What did you learn about yourself?

· 5(.

Elder Care Practicum Worksheets



ELDER CARE PRÓVIDER PRACTICULM WORKSHEETS

These questions are to help you assess your place in the growing field of elder care providers and to maximize your practicum experience. Take time to reflect on them and to answer them thoughtfully.

Before Practicum:

I. What are 2 things you would like to learn when you visit an elder care center?

1.

2.

II. List 2 - 3 personal strengths you have that make you a good candidate for being an elder care provider?

1.

2.

3.



III. List 2 personal challenges that you would face in being an elder care provider.

1.

2.

VI. What motivates you to explore the career field of elder care?



During Practicum:

I. How many people work at the elder care center you are observing?

II. List the names, titles, and write brief job description for each person working at the elder care center you are observing.

III. Is there a career ladder at this elder care center? Is it possible for elder care providers to advance to higher pay scales and/or higher positions ar this elder care center?

A. If the answer is yes:

1. What is required for qualifying for a higher pay scale?

2. What is required to advance to a higher position?



IV. What changes has this elder care center made in the last five years? Are any of these changes the result of state or federal requirements?

V. What changes does this elder care center plan in the next five years? Are any of these changes the result of state or federal requirements?

VI. What has been the greatest challenge to directing this elder care center for the director?

VII. What has been the greatest reward from directing this elder care center for the director?

VIII. What has been the greatest challenge for an assistant at this elder care center?

IX. What has been the greatest reward for an assistant at this elder care center?

X. What motivates these elder care providers to stay involved in this career?

XI. What does the director of this elder care center see as the 3 most important characteristics for being an elder care provider?

After Practicum: I. After reflecting on this experience, what is your personal career goal? II. What is your next step to reaching this goal? What further plans are you making towards reaching this goal? III. IV. What further training will you need?

V. How would you search for the job you want?



VI. After your practicum, do you think elder care providers work harder and longer hours or easier and shorter hours than you thought before this experience? Why?

VII. What did you observe to be the rewards of this work?

VIII. List 10 characteristics, values, or skills that you think would define the ideal elder care provider. On a scale from 1 to 10 with 1 representing your having very little to none of this characteristic, and 10 representing your having lots of this characteristic, where would you place yourself on these characteristics, values, or skills?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



IX. What did you learn about yourself from this scaling?

X. Write a summary of this experience. What do you want to be sure to remember about this experience? What did you learn about the career field of elder care providers? What did you learn about seniors? What did you learn about yourself?



Appendix F

Curriculum Endorsement - Department of Social Services



DEPARTMENT OF SOCIAL SERVICES
COMMUNITY CARE LICENSING DIVISION
14546 Hamlin Street, Suite 300
Tan Nuys, California 91411-1629
318) 908-4500



May 12, 1993

Ms. Gayle Brosseau Los Angeles Mission College 13356 Eldridge Avenue Sylmar, CA 91342-3244

Dear Ms. Brosseau:

The San Fernando Valley District Office of Community Care Licensing is very pleased to be a part of the design team at Los Angeles Mission College. The concept of an interdisciplinary caregiver curriculum is most innovative. As a State licensing agency, we see the need for professionally trained staff who are the first line caregivers in community care facilities.

The course that is being developed will teach the student about nutrition, client assessment, personal care, and behaviors. Many very different types of clients are served by our facilities, all with varying levels of need. A program such as yours will allow students to gain a wide range of experience with the preschooler, disabled adult, and the elderly.

In addition, due to economic factors, many homemakers are finding themselves at home caring for a disabled parent and their own children. The intergenerational caregiver course will enable this individual to be more competent and understanding of these two very different age groups.

I look forward to our continued collaboration in this area. The community of San Fernando Valley will be better served by our joint efforts.

Sincerely.

Lydia Thomas, Manager

Tydin Hon

San Fernando Valley District Office.



REST COPY AVAILABLE

Life Span/Life Management Advisory Committee June 28, 1994

| Name/Title | Representing | Address | Phone/FAX |
|------------------------|--|---|--------------------------------------|
| Barbee, Donald | Community Care Licensing | State of California Department of Social Services Community Care Licensing Division 14546 Hamlin Street, Suite 300 Van Nuys, CA 91411 | (818) 901-4134 |
| Delmast, Mary | District Manager Department of Social Services | Community Care Licensing Division 8745 Aero Drive, Suite 200 San Diego, CA 92123 | (619) 467-2367 |
| Hersant, Tom | District Manager Department of Social Services Child Care | Carlsbad District Office Community Care Licensing Division 5973 Avenida Encinas, Suite 324 Carlsbad, CA 92008 | (619) 929-3232 |
| Huerta-Merrill, Maria | Regional Administrator | Department of Social Services 14355 Roscoe Blvd. Panorama City, CA 91402 | (818) 895-7800 FAX (818) 892-1568 |
| Lacey, Fred | District Manager Department of Social Services | Community Care Licensing Division 2400 Glendale Lane Sacramento, CA 95815 | (916) 574-2358 |
| Gary Levension | District Manager Residental Care | Department of Social Services Community Care Licensing 2400 Glendale Lane Sacramento, CA 92008 | |
| Teasley, Frances | GAIN Case Manager | Department of Social Services 14355 Roscoe Blvd. Panorama City, CA 91402 | (818)895-7804 |
| Thomas, Lydia | District Manager Department of Social Services Community Care Licensing Division | 6167 Bristol Park Way Room #210 Culver City, CA 90230 | (310) 568-1807 |
| White-Shelton, Frankie | Department of Social Services | 14546 Hamlin Street Suite #300 Van Nuys, CA 91411 | (818) 908-4500 |
| Zayas, Ed | Dept. of Social Services Case Manager GAIN | Los Angeles Mission College 13356 Eldridge Avenue Sylmar, CA 91342 | (818) 364-77 |

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Appendix G

Recruitment Effort - Samples



Recruitment Effort

Press

Memo

Date:

Sunday, April 24, 1994

ΤÇ

Ina Geller, Public Relations Director

From

Sandi Lampert

CQ:

Alice Hernandez

Ed Zayas

On May 18 from 300 P :M to 4:30 PM we are doing to have a "CELEBRATION OF THE GENERATIONS" program at the Child Gare Center on Campus. The Villa Scallabrini Retirement nonle in Sun Valley will bring the seniors to our child care center for joint activities which will include making cookies, art projects, music, sing-a-long, etc.

Students in our Gerontopgy program and the Child Development program will help conduct the program with the aid of Director Alice Hernandez and her staff.

Could you please have a photographer come from a local newpaper to do a story and take pictures? For once I believe I am contacting you with enough lead time.

We will be celebrating Intergenerational Week. Ina, there is going to be a growth in intergenerational activities. There is an excellent Intergenerational Center called O.N.E. that caned up in Van Nuys on Victory Blvd. financed by a one million dollar grant from the Ahmanson Foundation. When we build our Child Care center here at Mission there will also be room from an adult day care center. We have just completed a core course in our 'INTERGENERATIONAL CARE PROVIDER CERTIFICATE". This course was developed through a grant from the State Chance for soffice. We had a group of GAIN students complete this core class and four have been offered jobs already.

A'so Gay a Brosseau and I will be attending the first Intergenerational Conference being held here in Southern California on May 5. Key advocates for Intergenerational care have been invited and one of the guest speakers, the director of "Generations United", is coming from Washington, D C to talk about the National scope of Intergenerational activities.



PRESSRELEASE

Los Angeles Mission College - 13356 Eldridge Avenue - Sylmar - California - 91342

For Immediate Release

Date:

January 5, 1994

Contact:

Sandra Lampert

Phone:

818-364-7696

Fax:

818-364-7755

Intergenerational Care

Sylmar, California—

Are you looking for retraining? Do you like to care for people?

Los Angeles Mission College is offering a new class entitled, "Intergenerational Care." This class is offered in five modules over a period of ten weeks. The first two weeks the class covers the field of Caregiving and begins February 1 from 5:00 p.m. until 9:30 p.m.. Sign up now for Family and Consumer Studies 99A, Section 3374 at 13356 Eldridge Avenue, Sylmar. The next two classes will cover CPR/First Aid followed by the Business of Caregiving, Human Development, and field work.

The field of caregiving is one of the fastest growing segments of work today.

Child care through elder care will be covered in this course. The State Chancellor's

Office for the community colleges felt that the need to train people in this area was so great, that they gave a grant to Los Angeles Mission College to develop this class for the state community college system.

For further information, call Professor Lampert at (818) 364-7696.



PRESSRELEASE

Los Angeles Mission College - 13356 Eldridge Avenue - Sylmar - California - 91342

For Immediate Release

Date:

April 14, 1994

Contact:

Sandra Lampert

Phone:

818 - 364-7696

Fax:

818 - 364-7755

Los Angeles Mission College Takes Care of You

Sylmar California—

The following students received their Certificate of Achievement for completing a ninety hour training program entitled, "Intergenerational Care Provider." This course was made possible by a grant that Los Angeles Mission College received from the California Community College Chancellor's Office. Los Angeles Mission College has developed a certificate program in intergenerational care to meet the employment projections from the Bureau of Labor Statistics that show that the human service sector should be among the ten fastest growing careers between now and the year 2005. Escalating health care costs, increased life expectancy and a desire not to be institutionalized are expanding the need for caregivers. We at Los Angeles Mission College plan to meet that need!

The students are:

Teresa Avila Lisa Costa

Joanna Fookes

Amparo Garcia

-- San Fernando -- Sun Valley -- Simi Valley

-- Sun Valley

Tara McGuire Leslie Negrete

-- Granada Hills -- San Fernando

Merita Scott

-- Lakeview

Terrace

Maria Gurola

-- Burbank

-- Sylmar

Maria Hancock -- Sylmar Donna Leon Tolbert--Van Nuys

Heidi Slatterv

Sharon Hooks -- Svlmar Juanita Villasana

-- North Hollywood

For more information about our classes, please call Professor Lampert

(818) 364-7696



PRESSRELEASE

To: Colleen Kelly, Spectrum From: Barbara Gillogly, ARC Date: January 6, 1994

Re: Press Release

American River College is once again in the forefront of developing curriculum to meet the needs of our community. The Gerontology Program at American River has received a grant from the California Community College Chancellor's Offce to offer training for intergenerational caregivers—those who provide in-home care for children, disabled adults and the elderly. The course will train people to be placed in home care and eventually operate their own home-based facilities for children, the elderly, or pairing the elderly with the very young, a concept which is growing in popularity.

Employment projections show that the human service sector should be among the ten fastest growing careers between now and the year 2005. Rapid job growth is predicted in child day care services, and escalating health care costs, increased life expectancy and a desire not to be institutionalized are factors that contribute to the expanding need for caregivers for the aged. A pool of profesionally trained caregivers is essential for individuals seeking competent help in caring for their children and/or elders.

The total training program will consist of 20 units of specialized classes. The first 5 units will be offered as a pilot program by American River College during the Spring Semester beginning January 20, 1994. Classes will be held on campus on Monday and Thursday afternoons from 4:00-7:00 p.m. Upon completion of these 5 units, students will receive a Certificate of Completion from the college. The cost is \$13 per unit (\$65 for 5 units) and there is assistance available for low-income students. The program is targeted toward ethnic minorities, the unemployed, reentry students, seniors, and low-income students.

Students may register by calling Dr. Gillogly at 484-8512. Enrollment is limited and is on a first-come-first -serve basis, so call as soon as possible. Begin to prepare now for a growing career field.



Press Coverage

BAST VALUEY ROCU

SYLMAR

Grant to Train Care Facility Operators

Mission College has received an \$80,000 grant from the state for a pilot program to train people to care for the elderly or children.

The course would train people who want to operate facilities for the elderly or children—or centers that pair the elderly with the very young, which are growing in popularity, said Sandra Lampert, a family and consumer studies instructor at the college.

"We find there will be a growing need for this," said Lampert. "The elderly are living longer. Who's going to care for them? And child care has always been very popular."

Part of the reason that child-care

courses tend to be full is that students must take them to fulfill tight state requirements for people entering the field, said Lampert.

The same soon will be true of elderly care, after the state Assembly passed a bill requiring 15 hours of specialized training for workers and operators of facilities for the elderly, said Lampert. Mission College's course will satisfy that requirement, she said.

The college was one of three in the state to be chosen by California Community Colleges for the intergenerational course, which will be offered in the spring semester, Lampert said.

The coilege will tailor the program toward ethnic minorities and low-income students.

Eventually, it may make the course a permanent offering in its gerontology department, Lampert said.

"We're going to see how it works out," Lampert said. "We hope that we can incorporate it."

-GEOFFREY MOHAN

College gets grant for special program

SYLMAR — Los Angeles Mission College has received an \$80,000 grant from the California Community Colleges to formulate a child-care and elder-care curriculum, college officials said.

The program will be designed to encourage economically disadvantaged ethnic minorities, senior citizens and limited-English-speaking persons to seek training to become employed as caregivers, said Sandra Lampert, a Mission College professor of family and consumer studies.

The program also will provide continuing education for persons already in the field and will satisfy the new state requirement that by 1995 professional caregivers have 15 hours of training in nutrition and health practices, Lampert said.

— Only News



Recruitment Effort

Flyers



Training for

IN-HOME CAREGIVERS

(Residential)

New Program offered by:

American River College 4700 College Oak Drive Sacramento, CA 95841

Training to meet the increasing need for in-home caregivers for children and older adults. This intergenerational training provides the skills needed to become a trained caregiver. These classes cover:

Health & Safety
Assessment
Development
Special Needs and Resources
Family Issues
Coping Skills
Legal Issues
Time Management
Career Planning

Classes will be held at American River College on Monday and Thursday afternoons from 4:00-7:00 pm beginning January 20, 1994 and ending May 5, 1994.

Certificate of Training presented upon completion of 5-unit program. Enrollment is limited--register now by calling:

Barbara Gillogly, Ph.D. ARC Gerontology Center (916) 484-8512





Los Angeles Mission College

*Intergenerational Care Provider Classes

Have you thought of caring for children or elders?

Does employment in the caregiving field interest you?



Toroll in Los Angeles Mission ... ege s "intergenerational care Provider" course and learn thank the career opportunities in ne of the fastest growing on coment areas - the care 👵 mder industry

This five unit course is divided "to one-unit modules and vieduled over a ten-week and Cost- \$13 per unit. The stan and Thursday evening asses will be held from 5 p.m. 22 9 30 cm and on Saturday nem 8 am until 5 p.m. in the minies Center at Los Angeles Messon College.

For more information

r resser Sandra Lampert 18:304-7096

Care Provider Class Schedule

Dates/Section

Module Description

Module 1 / Section # 3374 CAREGIVING

Tuesday - February 1 Thursday - February 3 Introduction to the caregiving field, including topics on nutrition, community resources, injury prevention, emergency preparedness, control of infectious diseases and meal preparation.

Tuesday - February 8 Thursday - February 10

Module 2 / Section # 3801

CPR/FIRST AID/SAFETY/WELLNESS

Thursday -February 17 Thursday - February 24 Training and certification in adult/child/infant cardiopulmonary resuscitation (CPR), first aid.

Saturday - February 26

safety and wellness.

`1odule 3 / Section # 3802

iuesday - March 1 Tuesday - March 8

Saturday - March 12

BUSINESS OF CAREGIVING

Learn how to prepare for interviews, improve communication skills, manage your time effectively, and create a career plan.

Tuesday - March 15 *Saturday - March 19

*Room 1013 (Instructional Bldg) Tuesday - March 22

Module 4 / Section # 3803 HUMAN DEVELOPMENT/LIFESPAN FOCUS

Overview of human development including topics on aspects of aging, emotional concerns of caregivers, age appropriate activities and cultura!

diversity.

Module 5 / Section # 3804

Tuesday - April 5

Thursday - April 7 Tuesday - April 12

Thursday - April 14

FIELD WORK COMPONENT

Observe and participate at a caregiving facility

Spring Recess 3/28-4/2

CAREGIVING CLASSES

AT GROSSMONT COLLEGE

FIVE UNITS CREDIT

MODULE 1- OVERVIEW OF CAREGIVING WED. 2-5 PM JAN 26-MARCH 2

MODULE 2 BUSINESS OF CAREGIVING SAT. 8AM-5PM FEB. 25 + MARCH 5

MODULE 3- CAREGIVING CPR AND WELLNESS
SAT. 8AM-5PM, MARCH 12+19

MODULE 4- LIFESPAN HUMAN
DEVELOPMENT
SAT 8AM-5PM, APRIL 23+30

MODULE 5- WORK PRACTICUM TBA

FOR FURTHER INFORMATION CALL 465-1700 EXT 327 OR 372 OR LEAVE A VOICE MEMO AT #3776

BEST COPY AVAILABLE



Recruitment Effort

Letters





13356 Eldridge Avenue • Sylmar CA 91342-3200 • (818) 364-7600

Jack Fujimoto, Ph D . President

ΤO

Southern California Senior Life

FROM

Professor Sandra Lampert, Director of Gerontology

DATE

January 6, 1994

I read in your December, 1993 edition of SR. Life, S.F. Edition about the Caring for Toddlers and Seriors Together' article on the front page. This was brought to me my one of my students who works at the Reseda Multipurpose Center. I was prompted to write and tell you what we are doing here at Mission College to meet the needs of our Senior population.

we have the only Gerontology program (Certificates and Associate Degrees) in the valley and the only one in the LA Community College district. We are a vendor for the State to train Administrators/Licensees of Residential Care Facilities for the Elderly. We have a class in 'Elder Care' in which we train students to care for the elderly. Dur course is fashioned after the program "Aides to the Elderly" run at the Valley Storefront. We have also been working on a grant funded by the State Chancellor's Office of the Community Colleges, developing an intergenerational Care Provider Certificate" program to be disseminated throughout the 107 Community Colleges.

Starting February 1, we are offering a pilot program for this certificate which is the core class in Child/Adult Caregiving. The course will be taught in modules consisting of the following introduction to Caregiving, CPR/ first Aid/wellness, Business of Caregiving, Human Leve coment and Field work. This course fits the needs of Family Day Care requirements soon to be only by the state DSS. The American Society of Aging has asked us to share our course sevelopment process and contents with participants at their spring conference in San Francisco.

fanyone is interested in signing up for our Intergenerational course, they can come to the admissions office at LA Mission College, 13356 Eldridge Avel, Sylman, and sign up for Family is Done, man Studies 99A B,C,D & E. Each module costs \$13 and offers one unit of college credit we we time at ages. For further information, please call Sandi Lampert at (818)364-7696 Also, people can call that number if they need someone for eldercare.

of you can put the above information in your next edition, I would be most appreciative. You can edit this article to fit your space

Thank you





American River College

4700 College Oak Drive Sacramento, CA 95841 916/484-8011

BULLETIN

American River College has been selected to offer a pilot program for the training of intergenerational in-home caregivers—those who provide child care, care of dependent adults, and/or elder care. This program was developed in response to the increasing emphasis on home care for all ages and the growing need for trained in-home caregivers.

The initial training program will consist of five 18-hour modules (90 hours) covering:

Caregiving
CPR, First Aid, Safety
Business of Caregiving
Human Development
Practicum

These five modules will cover issues such as: health and safety, assessment, special needs, resources, family issues, coping skills, time management, career planning, and hands-on experience. These classes will be held on Mondays and Thursdays from 4:00-7:00 p.m. beginning January 20, 1994 and ending May 5, 1994.

The curriculum is designed to encourage the economically disadvantaged, ethnic minorities, and senior citizens to seek training which will equip them with the education, skills, and background necessary for gainful employment as caregivers. Employment projections from the Bureau of Labor Statistics show that the human service sector should be among the ten fastest growing careers between now and the year 2005. Rapid job growth is predicted in child day care services, and escalating health care costs, increased life expectancy and a desire not to be institutionalized are factors that contribute to the expanding need for caregivers for the aged. A pool of professionally trained caregivers is essential for individuals seeking competent help in caring for their children and/or elders.

If there is support for this initial pilot program of five modules, we will then proceed to implement the entire program of an additional 15 units covering: food preparation and nutrition, in-home child/elder care, training for child/elder services, family relationships, local issues and trends, and a practicum. The completion of the entire program would result in a California Certificate in Caregiving validating the student's knowledge and skills.

This program provides students with the skills to become a competent, trained employees for those seeking and/or placing in-home caregivers and a first step toward becoming an independent provider of in-home care. This is a unique opportunity, and you are urged to take advantage of it by encouraging those with whom you work to enroll. Knowledge and training are the foundations of professional caregiving.

Flyers advertising this program are enclosed. Please distribute and display them for maximum coverage within your facility or agency. Students may register by calling the Gerontology Center (916)484-8512. Enrollment is limited and is on a first-come-first-serve basis, so I urge you to call as soon as possible. If you would like additional information, please call me at the above number.

Barbara Gillogly, Ph.D.

Director, Gerontology Center



Los Rios Community College District

American River College

4700 College Oak Drive Sacramento, CA 95841 916/484-8011

December 23, 1993

Senior Center Directors:

American River College is piloting a program on intergenerational caregiver training that will begin in January. Enclosed are an explanatory letter and a couple of flyers advertising the program. I thought this might be a program of interest to well seniors who are looking for training leading to either full-time or part-time employment.

If you have any potential students, I would certainly appreciate your referring them to me. If I can answer any questions, please call me at (916)484-8512. I'm looking forward to hearing from you.

Sincerely,

Encl.

Barbara Gillogly, Ph.D. Director, Gerontology



American River College 47(1) College Oak Drive Sacramento, CA 95841 916/484-8011

December 23, 1993

Adult Employment Directors and Counselors:

American River College is piloting a program on intergenerational (child through older adult) caregiver training that will begin in January. Enclosed are an explanatory letter and a couple of flyers advertising the program. I thought this might be a program of interest to any adult in your program (young, middle-aged, well-elderly, ESL) who is looking for training leading to either full-time or part-time employment along with being a beginning step on a career ladder.

If you have any potential students, I would certainly appreciate your referring them to me. If I can answer any questions, please call me at (916)484-8512. I'm looking forward to hearing from you.

Sincerely,

Encl.

Barbara Gillogly, Ph.D. Director, Gerontology





Los Angeles Mission College

One of the nine Los Angeles Community Colleges

13356 Eldridge Avenue ● Sylmar, CA 91342-3244 ● (818) 364-7600

Jack Fujimoto, Ph.D., President

June 29, 1994

Honorable California Senator Art Torres State Capitol, Room 2080 Sacramento, CA 95814

Dear Senator:

This letter is to inform you about one of the ways that the community colleges are meeting the needs of your constituents. In the spring semester 1994, Los Angeles Mission College, along with American River College in the north and Grossmont College in the south, will offer a pilot class entitled, "Intergenerational Care Provider."

Los Angeles Mission College was awarded a grant to develop an interdisciplinary Lifespan/Life Management curriculum with an Intergenerational Certificate as part of the Home Economics and Consumer Education for Curriculum in Lifespan/Life Management (VATEA Special Project Grant # 92-0054). I am enclosing an abstract of this project for your information.

Our college will be making a presentation about this grant at the California Community College Consumer Home Economics Education (CCCHEE) forum on Friday, October 8, 1993 at the Holiday Inn Capitol Plaza, Fresno Room, Sacramento. The forum is from 9:00 a.m. until 4:00 p.m.; our presentation is scheduled from 10:45 a.m. to 11:15 a.m..

We would like to invite you to attend the day-long forum, but if you are interested in only attending our presentation please call me at (818) 364-7696.

Sincerely,

Sandra Lampert, M.S. Project Director



41

PEMBERS
ART TORRES CHAIRMAN
FRANK HILL VICE CHAIRMAN
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PAT JOHNSTON
LICY KILLEA
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HERSCHEL ROSENTHAL
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COMMITTEE STAFF
BOB FREDENBURG
MANUEL HERNANDEZ
ALAN GORDON
.C: YNE BUDMARK

SENATE COMMITTEE ON

INSURANCE, CLAIMS AND CORPORATIONS

ART TORRES CHAIRMAN

October 1, 1993

Ms. Gayle Brosseau Coordinator Los Angeles Mission College 13356 Eldridge Avenue Sylmar, California 91342

Dear Ms. Brosseau:

Thank you for your letter concerning the curriculum that Los Angeles Mission College is developing. The abstract of the project presented some interesting facts about the work you are undertaking.

The timing of your letter could not be more perfect. Later next month, I will hold a hearing on the issue of long term care and its role in the quality of health care in California. The information you provided has added another relevant piece to the puzzle.

Again, thank you for bringing this subject to my attention.

Sincerely

ART TORRES

AT:bf/cgg

BEST COPY AVAILABLE



13356 Elbridge Avenue • Symar CA 91342-3200 • (818) 364- 7600

Jack Fujimoto, Ph.D., President

January 15, 1994

Dear Graduate.

Congratulations on your graduation from the GAIN program. I am writing to you today to tell you about a very exciting career option that has been developed here at Los Angeles Mission College. We are offering a child/elder care provider class. This class consists of five modules: 1) Introduction to Caregiving, 2) First Aid/Cardiopulmonary Resuscitation (CPR), 3) Business of Caregiving, 4) Human Development/Lifespan Focus, and 5) Observation/Participation at a care facility.

The course begins Tuesday, February 1, 1994 from 5 p.m. until 9:30 p.m. in room 4 of the Campus Center at Los Angeles Mission College. Please see the enclosed flyer for the class schedu'

I invite you to come to the admissions office now to register for this class which leads to many career opportunities in the caregiving field. If you have any further questions, please call Sandi Lampert (818) 364-7696.

Sincerely,

Sandra Lampert Project Director



Recruitment Effort

Other



Format for Conference Session

American Society on Aging

Monday, March 21, 1994

San Francisco, Hilton

2:10 p.m. to 2:50 p.m.

I. Sandra Lampert, Professor of Gerontology and Project Director of Lifespan/ Life Management Interdisciplinary Caregiver Curriculum

(10 minutes) (2:10 p.m. to 2:20 p.m.)

- A. Introduction of Panel
- B. Overheads
 - 1. Content of Core Course
 - 2. Content of the Intergenerational Certificate Program
- II. Lydia Thomas, District Manager, Director Community Care Licensing Division, Department of Social Services

(10 minutes) (2:20 p.m. to 2:30 p.m.)

- A. Department of Social Services Perspective
- B. Linkages with Greater Avenues to Independence (GAIN)
- III. Ruby Trow, Professor of Home Economics

(10 minutes) (2:30 p.m. to 2:40 p.m.)

- A. Articulation with University
- B. Importance of Interdisciplinary and Interagency Advisory Committees
- IV. Eloise Cantrell, Dean of Vocational and Technical Education and Economic Development

(10 minutes) (2:40 p.m. to 2:50 p.m.)

- A. Where do we go from here TECH PREP
- B. Concluding Remarks



American River College

4700 College Oak Drive Sacramento, CA 95841 916/484-8011

Information sent to:

Sacramento Bee Spectrum Newspaper

Gerontology Advisory Board Members

Adult Employment Directors and Counselors Senior Center Directors Children's Center Directors ARC Reentry Center GATE Program **SETA** GAIN Program Home Assistance Agencies United Cerebral Palsy Adult Education Centers WEAVE Widowed Persons Association **YMCA YWCA** Shared Housing Asian Resources Job Corps JTPA Program for Seniors Human Development Programs Lao Family Community Chinese Community Indian Manpower LaFamilia Adult Day Health Centers MSSP County Adult Services Public Guardian/Conservator GeroPsych Serve our Seniors

Appendix H

Assembly Bill 962



Display 1991-1992 Bill Text - INFORMATION BILL NUMBER: AB 962

BILL TEXT

CHAPTER 35

FILED WITH SECRETARY OF STATE APRIL 20, 1992

APPROVED BY GOVERNOR APRIL 20, 1992

PASSED THE ASSEMBLY MARCH 30, 1992

PASSED THE SENATE MARCH 12, 1992

AMENDED IN SENATE MARCH 2, 1992

. AMENDED IN SENATE JANUARY 9, 1992

AMENDED IN SENATE SEPTEMBER 5, 1991

AMENDED IN SERATE AUGUST 20, 1991

AMENDED IN ASSEMBLY JUNE 25, 1991

AMENDED IN ASSEMBLY MAY 6, 1991

AMENDED IN ASSEMBLY APRIL 8, 1991

INTRODUCED BY Assembly Member Alpert

(Principal coauthor: Assembly Hember Hunter)

(Coauthors: Assembly Members Archie-Hudson, Eastin, Lee,

Roybel-Allard, and Speier)

MARCH 4, 1991

An act to add Section 1596.866 to the Health and Safety Code, relating to child day care.

LEGISLATIVE COUNSEL'S DIGEST

AB 962, Alpert. Child day care fecilities.

Existing lew requires the State Department of Sociel Services to adopt, exend, or repeal necessary rules and regulations relating to child day care facilities, including day care centers and family day care homes.

Existing law establishes verious qualifications and requirements with respect to the staffing of child day care facilities under the California Child Day Care Facilities Act. Existing law provides that any person who willfully violates the California Child Day Care Facilities Act, or any rule



Display 1991-1992 Bill Text - INFORMATION BILL NUMBER: AB 962

BILL TEXT

or regulation adopted under the act, is guilty of a misdemeanor, punishable by a fine not to exceed \$1,000 or by imprisonment in the county jail, or by both. Existing law further provides for civil penalties and the suspension and revocation of a license for violations of the act.

This bill would require, in addition to any other required training, at least one director or teacher at each child day care facility, other than a family day care home, and each licensed family day care home provider to have at least 15 hours of training, as specified, on preventative nealth practices and any additional training required to renew a prescribed pediatric cardiopulmonary resuscitation or pediatric basic life support card and pediatric first aid card.

This bill would require the child day care facility director to ensure that at least one staff member currently trained in pediatric first aid and cardiopulmonary resuscitation is evailable at all times when children are present at the facility.

This bill would require the child day care fac*lity personnel and family day care home provider to complete their training on or before January 1, 1995, and completion of this training would be a condition of licensure or relicensure.

This bill would require the department, upon making specified determinations, to issue a 90 day, nonextendable, provisional license to day care license applicants and licensees who are not in compliance with the provisions of this bill after January 1, 1995.

This bill would impose a state-mendated local program by changing the definition of a crime.

This bill would require the training to be given by certified or credentialed instructors amployed by certain entities and provided through on-the-job training, workshops, or classes. This bill would require the affected personnel to maintain a current, unexpired pediatric cardiopulmonary resuscitation card or pediatric basic life support card, and a pediatric first aid card. This bill would require the department to adopt regulations to implement these provisions.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACY AS FOLLOWS:

SECTION 1. Baction 1596.866 is added to the Health and Safety Code, to read:



BILL NUMBER: AB 962

BILL TEXT

1596.866. (a) In addition to any other required training, at least one. director or teacher at each child day care facility, other than a family day care home, and each licensed family day care home provider shall have at least 15 hours of training on preventative health practices. The training shall include a minimum of four hours of pediatric cardiopulmonary resuscitation, a minimum of eight hours of pediatric first aid, a minimum of three hours in preventative health practices and any additional training required to renew a pediatric cardiopulmonary resuscitation card or a pediatric basic life support card, and a pediatric first aid card required by subdivision (f). Training in preventative health practices shall include one or more of the following:

- (1) Control of infectious diseases, including immunizations.
- (2) Training in childhood injury prevention.
- (3) Sanitary food handling.
- (4) Nutrition.
- (5) Emergency preparedness and avacuation.
- (b) The child day care facility director shall ansure that at least one staff member currently trained in padiatric first aid and cardiopulmonary resuscitation shall be available at all times when children are present at the facility. Nothing in this subdivision shall be construed to require, in the event of an emergency, additional staff members, who are available when children are present at the facility, to be currently trained in first aid and cardiopulmonary resuscitation.
- (c) All personnel described in subdivision (a) shall complete health training on or before January 1, 1995, and completion of the health training shall be a condition of licensure or relicensure. For licenses issued or subject to renewal after January 1, 1995, the director shall issue a provisional license for applicants and licensees who are not in compliance with this section once the director detormines a provisional license may be issued pursuant to Section 1596.84. Notwithstanding Section 1596.84, this provisional Licanse shall expire 90 days after the date of issuence and cannot be extended. A license or renewal shall be denied if the requirements of this section are not met by the expiration of the provisional License.
- (d) Completion of the training required pursuant to subdivision (a) shall be demonstrated, upon request of the Licensing agency, by the following:
- (1) A current pediatric cardiopulmonary resuscitation card issued by the American Red Cross or pediatric basic Life support card issued by the American Heart Association.
 - (2) A current pediatric first aid card issued by the American Red Cross.
- (3) A certificate of completion of a course or courses in preventative health practices as defined in subdivision (a) or certified copies of transcripts that identify the number of hours and the specific course or courses taken for training in preventative health practices as defined in subdivision (a).
- (a) Any training required in order to obtain a card or certificate required pursuant to subdivision (d) shall be given by a certified or credentialed instructor amployed by an agency, department, or organization offering this training, including, but not limited to, the American Red Cross, the American Heart Association, a fire department, a health department, or an accredited postsecondary institution. This training shall not be provided by a home study course. This training may be provided through on-the-job training,





Display 1991-1992 Bill Text - INFORMATION BILL NUMBER: AB 962

BILL TEXT

morkshops, or classes.

- (f) All personnel described in subdivision (a) shall maintain a current; unexpired pediatric cardiopulaonary resuscitation card or pediatric basic life support card, and a pediatric first aid card.
- (g) The department shall, on or before July 1, 1992, adopt regulations to implement this section. Where appropriate and necessary, the department may incorporate materials and guidelines from the California Child Care Health Project Advisory Committee.
- SEC. 2. No reimbursement is required by this act pursuant to Section 6 of Article XIIIB of the California Constitution because the only costs which may be incurred by a local agency or school district will be incurred because this act creates a new crime or infraction, changes the definition of a crime or infraction, changes the penalty for a crime or infraction, or eliainates a crime or infraction. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.



Appendix I

Articulation - Letter of Agreement





School of Communication, Health and Human Services

Department of Family Enviornmental Sciences

May 20, 1994

MEMO: Sandy Lampert

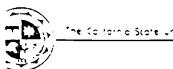
Intergenerational Care Course RE:

E. Audrey Clark, Ph.D. F. Audrey Clark FROM:

Chairperson

I have reviewed the outline for the Intergenerational Caregiving Course given by Mission College. Although our university does not have a course that directly corresponds to the Mission offering, I believe that it would be a suitable elective or independent study for our students entering the field of intergenerational service. I commend Mission for offering such a course. It clearly addresses a need that has been unmet in our community.

818:885-3051





California State University, Northridge

PROFESSIONAL PLACEMENTS OF GRADUATES OF HOME ECONOMICS M.S. PROGRAM IN FAMILY RELATIONS/CHILD DEVELOPMENT

Children's Advocate, Ventura Juvenile Court Child Devlopment Clinician, Infant Intervention Program, CSUN Director, Child Development and Family Relations Laboratory, CSUN Director and Owner, First Step Child Development Center Director and Founder, International Adoption Agency Doctoral Program, Oregon State University Doctoral Program, University of Southern California Doctoral Program, University of Maryland Financial Advisor Founder, Full-day Childcare at Seventh Day Adventist School Teacher, Family Relations, Catholic Diocese of Los Angeles Manager, Word Processing Department, Pepperdine University M.F.C.C. and Part time faculty, Family Relations Parent Educator, Adult School Program Director, Children's Home Society Professor and Chair, Department of Home Economics, CSUN Professor, Child Development, Los Angeles Community College District Researcher, UCLA

PROFESSIONAL PLACEMENTS OF CURRENT STUDENTS IN HOME ECONOMICS M.B. PROGRAM IN FAMILY RELATIONS/CHILD DEVELOPMENT

Adult School Instructor Director, Jewish Federation Preschool Childcare Management Company Employee Elementary School Teacher Family Day Care Infant Intervention Program Assistant Instructor, Child Development, Los Angeles County Community College Instructor, Child Development, Ventura County Community College LaMaze Teacher On-site Hospital Childcare Program Owner, Drop-in Childcare Center (Fashion Mall) Teacher, Children's Center, Community College

SOME PROJECTS AND THESIS TOPICS OF CURRENT GRADUATE STUDENTS

Establish Intergenerational Daycare (Project) Founder of Respite Care Facilty for Disabled/Elderly (Project) Social and Behavioral Adjustment of Eight-Ten Year Olds as Predicted by Preschool Assessments (Thesis) Oral History of Individuals Born During Depression Decade (Thesis)



Appendix J

Intergenerational Care Provider Brochures



Caregiving Certificate Intergenerational

F&CS 39 - Intergenerational Care 5 units

Los Angeles Mission College 13356 Eldridge Ave. Sylmar, CA 91342-3244

FERNANDO FWY. 118

(818) 364-7600

FSM 101 - Food Production 4 units

In-home Elder Care (2 units) F&CS 38 -

CD 69 and/or

Introduction to Family Child Care (1 units) ... 1/2 units

CO-OP 931 -

Work Experience in Elder Care 3 units

Training for F&CS 37 -

Gerontological Services (3 units)

Child Growth and/or CD 1.

and Development (3 units) 3 units childhood programs, CD3 or CD4 is highly recommended. requirement for employment in early In order to meet the 6 unit licensing

Family Relationships 2 units F&CS 30 -

Projects (Issues and Trends) 2 units Development of Community F&CS 70 -

Total Number of Units in Certificate 20/21 units

204



Los Angeles Mission College

ntergenerational Care Provider

Certificate Program Core Course and

Angeles Mission College has a training program which prepares individuals to be competent caregivers for:

- In-home Elder Care
- In-home Child Care
- · Adult Day Care
- Family Day Care

Are you satisfied with the level of training of your employees?

Have your employees completed their required First Aid/CPR training?

If you have answered no to any of the above questions, read on!

We are equipped to offer training at your site for a group of twenty-five persons or individuals may enroll for on-campus classes.

The five-unit course which follows is divided into one-unit modules. It is an introductory course. The cost of enrolling in a course here at Los Angeles Mission College is \$13. a unit.

Intergenerational Care Provider Core Course

CAREGIVING

Module 1- (1 unit)

- Introduction to Caregiving
- · Community Resources
- · Control of Infectious Diseases
- Nutrition
- · Sanitary Food Handling/Meal Preparation
- Training in Childhood\Elder Caregiver
- Injury Prevention
- Emergency Preparedness and Evacuation
- Field Work

HUMAN DEVELOPMENT |LIFESPAN FOCUS

Module 2- (1 unit)

- · Overview Human Development
- · Aspects and Issues of Aging
- Psychosocial Impacts and Issues of Caregiving
- · Physical Fitness/Recreational Activities
- Diversity\Social\Emotional Issues
- Client Assessment
- Field Work

FIELDWORK COMPONENT Module 3- (1 unit)

 Lecture including field trips, homework and testing

CPR/FIRST AID/SAFETY AND WELLNESS

Module 4- (I unit)

BUSINESS OF CAREGIVING

Module 5- (1 unit)

- Career Planning\Personal Development
- Legal Issues\Rules & Regulations\Ethics\Insurance
- Client, Empioyer/Employee Rights/Responsibilities
- Work Performance Standards \Grooming
- Communication Skills \Report Writing\Charting
- Decision Making\Problem Solving \tag{Time Management}
- Interview Process
- · Field Work

Act today call:

(818) 364-7696

Professor Sandra Lampert

Intergenerational Caregiving Certificate

| 5 units |
|-------------------|
| |
| Š |
| Intergenerational |
| : |
| 3 |
| & CS |

Los Angeles Mission College

FERNANDO FUY. 118

13356 Eldridge Ave. Sylmar, CA 91342-3244

(818) 364-7600

FSM 101 - Food Production 4 units

F&CS 38 - In-home Elder Care (2 units)

F&CS 38 - In-home Elder Care (2)

CD 60. Introduction to Family Child Care (1 units)... 1/2 units

CO-OP Work Experience in 931 - Elder Care and Child Care 3 units

F&CS 37 - Training for

Gerontological Services (3 units)

and/or Child Growth

and Development (3 units) 3 units In order to meet the 6 unit licensing requirement for employment in early childhood programs, CD3 or CD4 is highly recommended. (CS 30 - Family Relationships 2 units

F&CS 70 - Development of Community
Projects (Issues and Trends) 2 units

Total Number of Units in Certificate 20/21 units



Los Angeles Mission College

Intergenerationa Care Provider

Core Course and Certificate Program

SC 53



Have you thought of caring for children or elders?

Does employment in the caregiving field interest you?

Prepare yourself for a career in the caregiving industry:

- In-home Elder Care
- In-home Child Care
- Adult Day Care
- · Family Day Care

Enroll in the Intergenerational Care Provider Core Course and learn about the career opportunities in one of the fastest growing employment areas - the care provider industry.

This five unit course is divided into one-unit modules. It is an introductory course and is the first class in the certificate program. Cost-\$13 per unit.

Litergenerational Care Provider Core Course

CAREGIVING Module 1- (1 unit)

- Introduction to Caregiving
- · Community Resources
- · Control of Infectious Diseases
- Nutrition
- · Sanitary Food Handling/Meal Preparation
- Training in Childhood\Elder Caregiver
- Injury Prevention
- · Emergency Preparedness and Evacuation
- · Field Work

HUMAN DEVELOPMENT |LIFESPAN FOCUS | Module 2- (1 unit)

- · Overview Human Development
- Aspects and Issues of Aging
- Psychosocial Impacts and Issues of Caregiving
- · Physical Fitness/Recreational Activities
- Diversity\Social\Emotional Issues
- Client Assessment
- · Field Work

FIELDWORK COMPONENT Module 3- (1 unit)

 Lecture including field trips, homework and testing

CPR/FIRST AID/SAFETY AND WELLNESS

Module 4- (1 unit)

BUSINESS OF CAREGIVING

• Career Planning\Personal Development

Module 5- (1 unit)

- Legal Issues/Rules & Regulations/Ethics/Insurance
- · Client, Employer/Employee Rights/Responsibilities
- Work Performance Standards \Grooming
- Communication Skills \Report Writing\Charting
- Decision Making/Problem Solving \Time Management
- Interview Process
- Field Work

Act today call:

(818) 364-7696

Professor Sandra Lampert

Appendix K

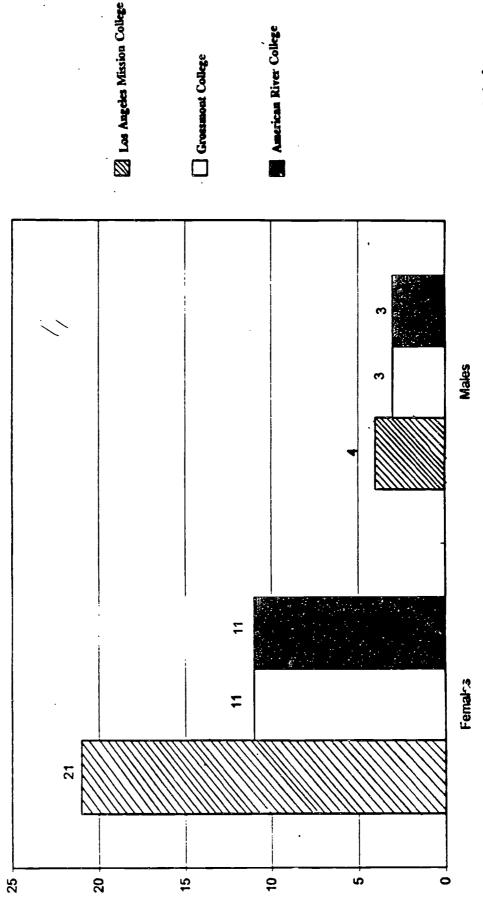
Student Data - Graphs



Comparison of Test Sites Students Gender

4.

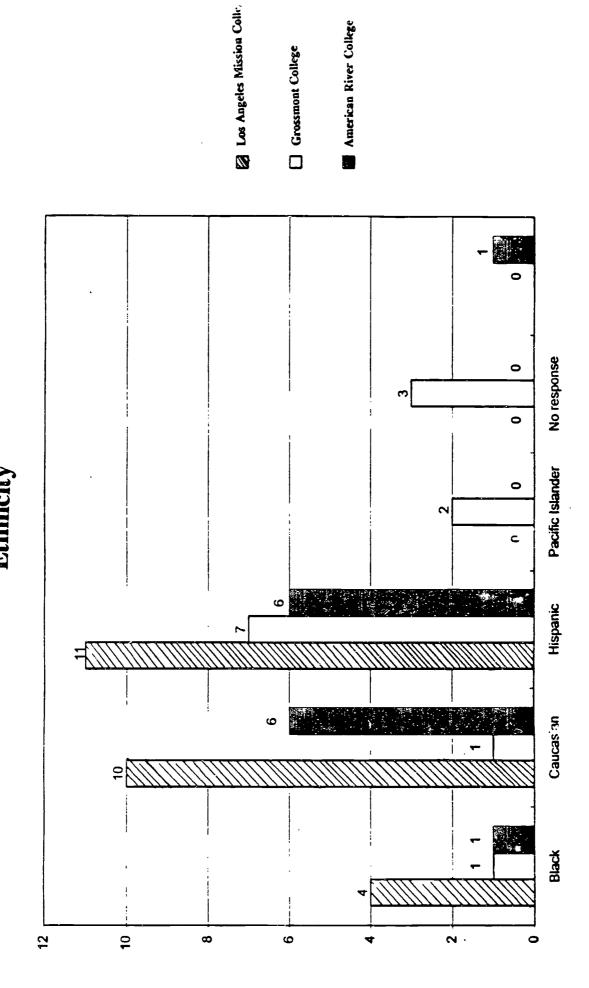
ERIC Fruit fext Previded by ERIC



214

Comparison of Test Sites Students Ethnicity

ERIC Full Text Provided by ERIC



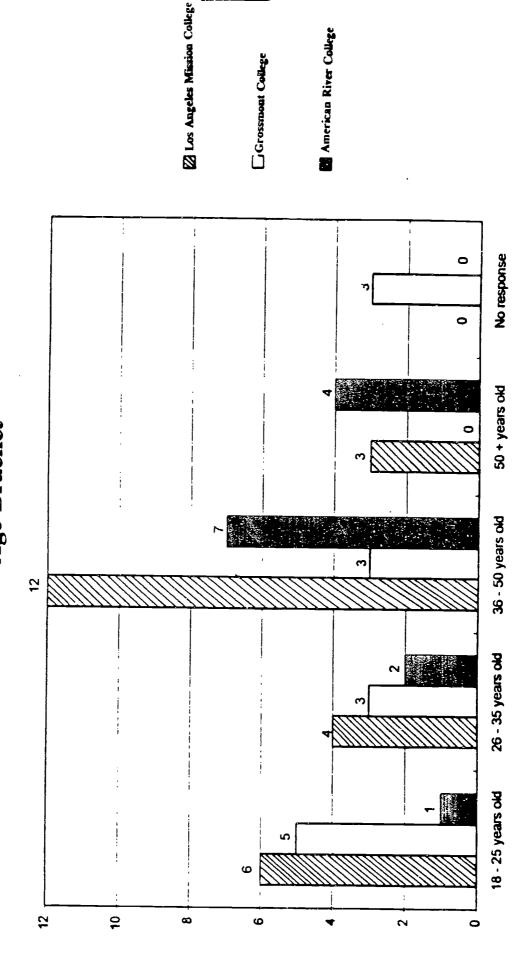






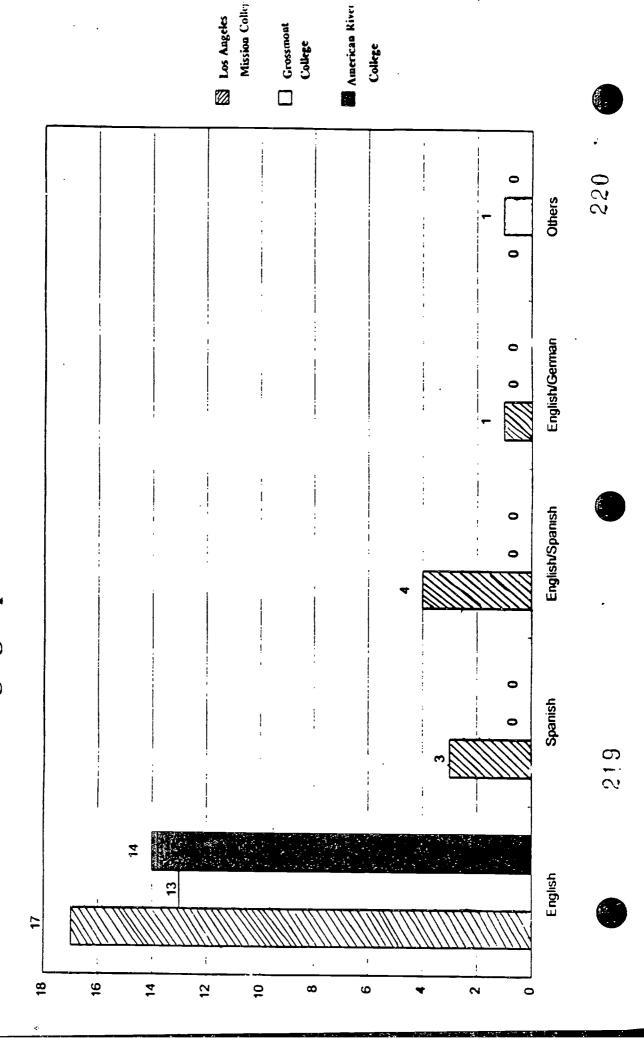
Comparison of Test Sites Students Age Bracket

ERIC Full Taxt Provided by ERIC





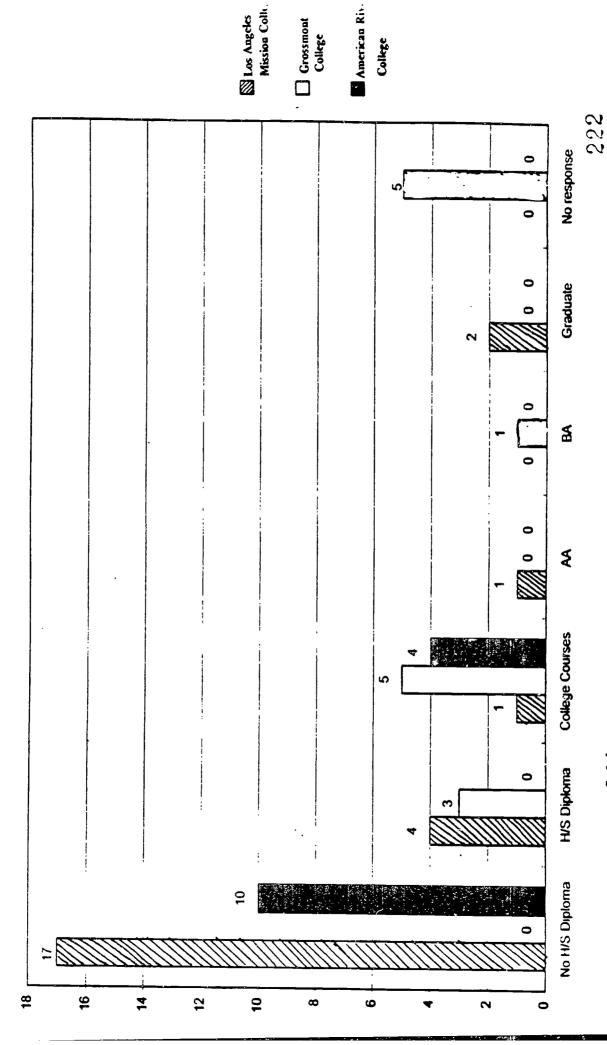
Comparison of Test Sites Language Spoken in Students' Homes



ERIC Full Text Provided by ERIC

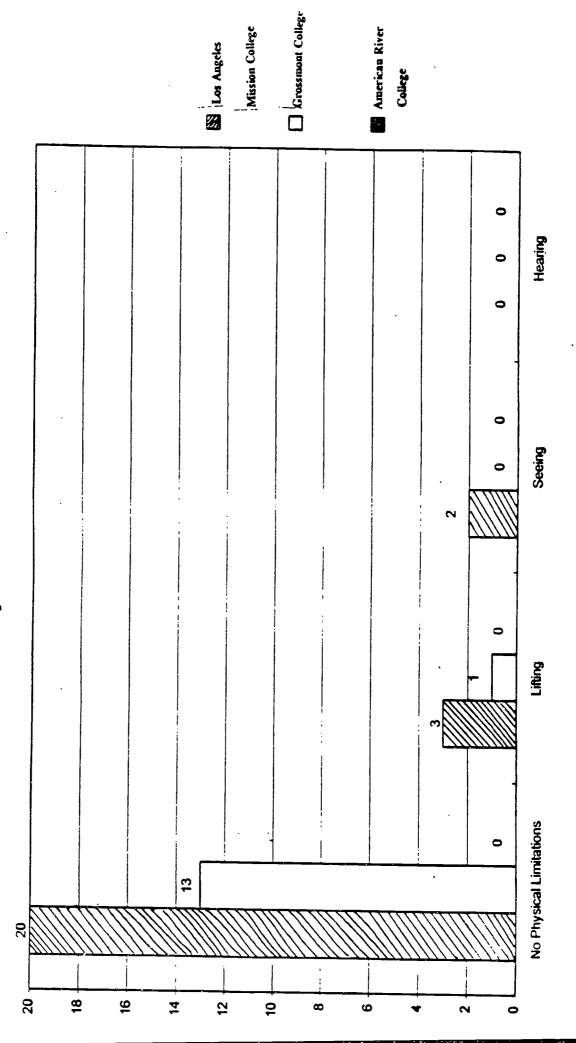
Comparison of Test Sites Highest Grade Level Completed by Students

ERIC Full fext Provided by ERIC



221

Comparison of Test Sites Students Physical Limitations



ERIC

*Full Text Provided by ERIC

223

2.24

Comparison of Test Sites Students

ERIC Full Text Provided by ERIC

